DOCUMENT RESUME

ED 063 967 24 LI 003 744

AUTHOR Ayers, Jerry B.
TITLE Library Staff Needs in Southern Appalachian Schools. Final Report.
INSTITUTION Tennessee Technological Univ., Cookeville.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-1-D-043
PUB DATE 31 May 72
GRANT OEG-4-71-0072
NOTE 172p.;(26 References)

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS *Employment Projections; *Instructional Materials Centers; *Librarians; *Library Technicians; *School Aides; School Libraries
IDENTIFIERS *Southern Appalachian Region

ABSTRACT

There is a shortage of trained personnel to man school media centers in the Southern Appalachian Region. In order to prepare a detailed plan to alleviate this shortage, there was an urgency to study the needs of the region for professional librarians and employees to assist these specialists. The purposes of this project were to determine the status and role of the librarian and library paraprofessionals and aides in the schools of the region and to determine future employment needs. Six survey instruments were prepared and administered to superintendents, supervisors, principals, librarians and paraprofessionals. Interviews were conducted with a sample of principals, librarians and paraprofessionals using a structured interview questionnaire and other individuals (State Library Supervisors, college personnel, etc), who were acquainted with the problems of the area. The results and conclusions of the study indicated that there is a need for additional professional and paraprofessional employees for the school libraries of the region. Administrators and librarians are very much interested in the expansion of existing programs, through the employment of additional personnel. The employment picture for the next ten years indicated an expanding job market for library personnel. (Author/SJ)

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Final Report

Project No. 1-D-043

Grant No. OEG-4-71-0072

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LIBRARY STAFF NEEDS IN SOUTHERN APPALACHIAN SCHOOLS

May, 1972

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

(Regional Research Program)

LI 003 744

Abstract

In the Southern Appalachian Region, there is a shortage of trained personnel to man school media centers. In order to prepare a detailed plan to alleviate this shortage, there was an urgency to study the needs of the Region for professional librarians and employees to assist these specialists. The purposes of this project were to determine the status and role of the librarian and library paraprofessionals and aides in the schools of the Region and to determine future employment needs. Six survey instruments were prepared and administered to superintendents, supervisors, principals, librarians and paraprofessionals in the Region. Interviews were conducted with a sample of principals, librarians and paraprofessionals in the Region using a structured interview questionnaire and other individuals(State Library Supervisors, college personnel, etc.), who were acquainted with the problems of the area. The results and conclusions of the study indicated that there is a need for additional professional and paraprofessional employees for the school libraries of the Region. Administrators and librarians are very much interested in the expansion of existing programs, through the employment of additional personnel. The employment picture for the next ten years indicated an expanding job market for library personnel.

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Jerry B. Ayers
Tennessee Technological University
Cookeville, Tennessee 38501

May 31, 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

Preface

This report represents an effort to determine the library staff needs of schools in the Southern Appalachian Region. The study has focused, not only on the needs of the Region but also the problems involved in school library staffing. It is felt that the study has resulted in an accurate picture of the conditions in the Region and is a contribution that will be valuable for the overall development of the schools in the area.

The staff members of the project have worked long hours in carrying out the study. The Director is particularly indebted for their diligent work and also for the assistance of over 1,200 individuals who provided input data for the project. Special acknowledgment should be made to Mr. Donald H. Palk, Assistant Professor of Library Science and Mrs. Vicki Rock Payne, Research Assistant.

Jerry B. Ayers
Project Director

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PART I

INTRODUCTION

Part I of this report consists of a summary of the background for the study and the methods and procedures used in conducting the study. More specifically Chapter I of the report is confined to a summary of the background for the study including: a statement of the problem, importance of the study, limitations of the study, definition of important terms and a review of the literature related to the problem. Chapter II summarizes the preliminary planning for the study, the procedures for the mail surveys conducted in the Southern Appalachian Region, school interview procedures, and a summary of the methods of data analysis.

Chapter I

Background for the Study

The quality of Library Education lies in the constant expansion and revision of existing standards and programs as well as in the establishment and use of new ideas and concepts. Organization of new technology and research results must take place to meet the growing needs of Library Education. Essential to this organization is the re-examination of the status of library personnel in the schools. The job expectations of the professional librarian must be redefined; the concept of paraprofessionals and library clerks or aides who would be trained to alleviate shortages of professionals and make new programs a reality need to be examined in detail. Existing paraprofessional programs vary greatly. In order to make full use of such programs, a careful study is necessary to clarify status, outline duties, and implement training for paraprofessional library employees.

In the Southern Appalachian Region of the United States, school libraries have been funded through state, local, and federal finances. However, there is a shortage of library personnel at both the professional and paraprofessional levels for the efficient operation of these libraries. A survey of the number of persons needed, decisions as to the training of these persons, and what their duties will be, is one essential requirement for the design of a long range plan to improve education in the Region.

The Problem

Statement of the Problem. The purposes of this study were: (1) to examine the needs of the Southern Appalachian Region for personnel in the school libraries with special emphasis on paraprofessional personnel, (2) to organize data concerning the present status, duties, and needed training of these paraprofessionals, and (3) to project the needs of the region with respect to professional and paraprofessional personnel for the next ten years. Included in these projections, is an assessment of the need and interest in the development of formal courses of study for library paraprofessional personnel.

Importance of the Study. In a report issued by the Research Division of the NEA (1970), it was stated that presently 26 states are having extreme difficulty filling school librarian positions and 49 states were finding it necessary to employ librarians without full qualifications. In an estimation made by Drennan and Reed (1967), it was stated that there will be at least a five percent shortage of public school librarians in the 1970's.

Within the Southern Appalachian Region a survey of 117 elementary schools serving a total enrollment of over 20,000 children in the Upper Cumberland area of Tennessee revealed that there were only 18 fully qualified librarians, six non-certified librarians and three paraprofessionals (Ward, 1971). Several states (West Virginia, North Carolina, Virginia and Mississippi) do not provide state funds for the employment of librarians in the elementary schools. However, it has been indicated that school systems with local funds for librarians have had difficulty in receiving certified personnel (Ayers, 1971, a).

The critical need for additional trained personnel is evident through such studies as well as the fact that the area of services offered by public school libraries is an ever-widening field. The paraprofessional can perform routine duties now taxing the limited number of professional librarians and aid in meeting the minimum personnel requirements set up by the American Library Association (1969), i.e., one professional media specialist for each 250 students.

Limitations and Delimitations of the Study. The major limitations of this study were as follows: (1) A large majority of the data was gathered through the use of mailed questionnaires and the amount of data gathered through direct personal contact was limited. The usual limitations of the use of mailed questionnaires would apply to this study (Issac & Michael, 1971). (2) Interviews were conducted by the principal investigator and two asscciates.

The major delimitation of this study was that the findings can apply only to populations similar to the populations from which the sample was drawn. The study was limited to the school systems in the Appalachian Region of the states of Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia (See Figure 1).

Figure 1. Southern Appalachian Region.

Definition of Terms

The following definitions serve as explanations to significant terms throughout this paper.

Paraprofessional. A classification of library employees consisting of a middle level of librarianship that spans the wide gap between the clerical and professional levels of librarianship. Included in this classification are the titles library technical assistant and library assistant.

These "individuals, often the products of in-service training programs, who perform a wide diversity of tasks in public and technical services, but on a more highly sophisticated plane than those performed by the clerical staff" (Seidel, 1970). By further definition, the paraprofessional is "a person with certain specifically library-related skills-in preliminary bibliographic searching for example, or utilization of certain mechanical equipment-the performance of

whose duties seldom requires him to call upon a background in general education". (ALA, 1970). He performs tasks "as supportive staff to Associates and higher ranks, following established rules and procedures and including, at the top level, supervision of such tasks" (ALA, 1970).

Library Clerk or Aide. A library staff member who "performs duties involving simple tasks related to typical library goals and functions but limited to strict adherence to specific routines and procedures" (ALA, 1968). "The assignments in these categories are based upon general clerical and secretarial proficiencies" (ALA, 1970).

Librarian. An individual who has the direct responsibility for the maintenance of a school library or media center.

Supervisor. An individual who has the responsibility for the supervision of one or more librarians in the public schools.

Southern Appalachian Region. Those school systems within the States of Alabama, Georgia, Mississippi, South Carolina, North Carolina, Kentucky, Virginia, Tennessee and West Virginia, that have been designated as Appalachian areas by the Appalachian Regional Commission.

School Media Center. "That place in the school where a full range of materials and accompanying services directed by media specialists are accessible to teachers and students. It represents a unified program involving both audio-visual and printed resources with a single administrative organization and with a staff of competent specialists" (Whitenack, 1968).

Library Personnel Inventory - School System Form (SSF). Questionnaire sent to the Superintendent of each school system and designed to find out demographic and routine institutional information about the system.

Library Personnel Inventory - Supervisor Form (SUF). Questionnaire sent to each School System Media Supervisor and designed to find out duties assigned to this person, as well as his opinion on the needs of library personnel in his system and the role of the paraprofessional-present and future.

Library Personnel Inventory - Principal Form (PAF). Questionnaire sent to the building principals of the school systems and designed to answer such routine questions as enrollment, number of teachers, number of librarians, and number of paraprofessionals in his school. In addition, the

principal's opinions concerning the present and future use of paraprofessionals were asked.

Library Personnel Inventory - Librarian Form (LBF). Questionnaire sent to the professional librarians now employed in the public schools in the Southern Appalachian Region. It was designed to determine duties, status, and training as well as their opinions as to the present and future needs of library personnel including the use of the paraprofessional.

Library Personnel Inventory - Paraprofessional Form (PPF). Questionnaire sent to the paraprofessionals now employed in the public school systems of the Southern Appalachian Region. It was designed to find out their duties, status, and training. In addition, it asked their opinions as to the present and future needs of library personnel.

Library Personnel Inventory - Paraprofessional Follow-up Form (PFF). Follow-up questionnaire sent to paraprofessionals now employed in the public school systems of the Southern Appalachian Region. This questionnaire was sent to those individuals who responded to the PPF, and was designed to seek more specific information about specific duties and likes and dislikes of the job.

Principal Interview Questions. This instrument was designed to be administered on an individual basis with selected principals in the Appalachian Region and was designed to seek more in-depth information than the PAF.

Librarian Interview Questions. This instrument was designed to be administered on an individual basis with selected librarians in the Appalachian Region and was designed to seek more in-depth information than the LBF.

Paraprofessional Interview Questions. This instrument was designed to be administered on an individual basis with selected paraprofessionals in the Appalachian Region and was designed to seek more in-depth information than the PPF and PFF.

Projections. The term projections as used in this report refers to those estimates for the total Region based on a proportionate return of the questionnaires originally sent out.

Review of Related Literature

This section contains a review of the selected literature related to the stated problem. Included in this review are the present status of the paraprofessional in relationship to the total library staff, an evaluation of their role, opinions as to what training is needed by them, and projections for the future. While the range of expert opinion covers a wide area of the country, it should be remembered that this study focused on the Southern Appalachian Region. The review of the literature is divided into six subsections each dealing with a particular aspect of library personnel problems.

Literature on the Definition of Library Personnel

Although fine distinction of library personnel differs somewhat in the literature, general rankings and duties assigned to each rank are in agreement. Three major divisions as well as sub-divisions are named and defined.

In its broadest terms, library personnel is broken into three distinct classifications. The first of these divisions consists of the professional. Within this group are supervisors of systems and/or centers, and professional librarians for individual buildings (Lowrie, 1966).

According to Lowrie(1966), the professional can be defined in the following manner :

1. He must hold a master's degree in librarianship.
2. He should be certified as a classroom teacher.
3. He should possess a broad liberal arts background.
4. Furthermore, he should have the following attributes and knowledge:
   a. a sound knowledge of the tools for selection of both print and non-print media,
   b. ability to evaluate materials skillfully and apply this criteria to the needs of the school,
   c. and the ability to create and justify a sound selection policy.

In an article by Ashiem(1968), a further statement of the professional's abilities is made. He states that professional level work "calls for full performance, a high degree of skill, and the use of judgment in applying, interpreting, adapting, and modifying the general guidelines and techniques to meet specific needs."

The second broad division of library personnel is the paraprofessional; this division is also listed as the sub-professional or non-professional throughout the literature. Within this classification is the library technical assistant and the technical assistant. In defining this segment of the library staff, Seidel(1970) stated that they must possess basic clerical skills, but, in addition, they must have developed "special proficiencies in certain areas of library services."

The duties of this middle-level of personnel would include, first, some clerical tasks such as planning posters and displays and data processing. In addition, they would have duties in specific library-related skills, such as preliminary bibliographic searching or in the operation of certain mechanical equipment (ALA, 1970). Although these duties are definitely related specifically to librarianship, they do not demand the background and training of the professional librarian (ALA, 1970). According to the ALA (1968), their work does demand a practical knowledge of library functions and services; they must be familiar with the standard and specialized tools of the library; and they must possess the ability to make application of procedures of their particular library.

These assistants usually follow established lines of procedures set up by the professional librarian and work under the supervision of the librarian. They, in turn, might possibly supervise strictly clerical staff (ALA Bulletin, 1968).

The third division of staffing consists of completely clerical personnel. These persons would be responsible for duties which are of a clerical nature only. Basic clerical skills such as typing and filing. They should of necessity be familiar with general library terminology and procedures related to their particular library. However, their training would not include formal study in library subjects (ALA, 1970).

Current Status of Paraprofessionals in Libraries

The current status of paraprofessionals in the libraries of the public schools of the Southern Appalachian Region is at its best very vague. There is evidence in the literature that there is no real, defined status upheld throughout the region. Systems differ as to their use and status as do individual schools within the systems. The standards regarding their status are very flexible and in some situations almost non-existent.

In the newly adopted ALA policy concerning library staffing (ALA, 1970), it was stated that the tasks of the library technical assistant included those of a "supportive nature" and "following established rules and procedures." In another report of the ALA (1968), the paraprofessional's level of responsibility was defined in the following manner:

> He deals with a wide variety of situations including frequent public and personal contacts and relies to a large extent on staff manuals or established policies, frequently requesting advice of his supervisor. Independent actions or decisions are subject to review. Errors in judgment may injure the staff and public relations or delay program development.

Seyfarth and Canady(1970), stated that "paraprofessionals are presently performing a variety of tasks in the schools, and the conditions and qualifications of their employment vary widely from one district to another." They also made the assumption that "these practices will become more standardized with the passage of time." This standardization process will largely be molded by the professionals.

In a survey of paraprofessionals in Tennessee schools (NEA, 1971), it was reported that "to date, few educators have given serious attention to the functions qualifications, or effective uses of paraprofessionals." It was further reported that the roles, qualifications, evaluation procedures and salary schedules of the 2500 paraprofessionals in Tennessee vary greatly.

In the Greeneville Public School System, in Mississippi, twelve aides were hired in twelve elementary schools to supplement their shortage of professional librarians. In the report of this program (Mississippi Library News, 1971), it was stated that qualifications consisted of a "love of children, a high school education, and some typing ability." A detailed workshop was planned to familiarize each aide with "routine library procedures."

These qualifications are at one end of a continuum of qualifications in use today. The new ALA policy (1970), gives basic qualifications consisting of one of the following:

> At least two years of college-level study; or A.A. degree, with or without Library Technical Assistant training; or post-secondary school training in relevant skills.

The following paragraph taken from a report by the ALA (1968), summarizes the status of paraprofessionals in the library:

> Little constructive guidance appears in the literature for an agency desiring to employ subprofessional library staff. Duties and classification and qualification standards for employees under the professional level vary between areas and institutions. Local recruitment and training of this group is generally accepted. Recognition of need for development of additional levels of library service has been advanced by some authorities who advocate special training of nonprofessional staff to relieve the employing library of part of the in-service training and to improve competence of the employers. Advocates of these additional types of library staff envision the professional librarian's duties as becoming more truly professional as qualified assistants assume greater responsibility for library procedures.

The resulting conclusions from the literature suggest that the status of the paraprofessional in the library is very unstable. Much thought and action must take place before a workable definition of status can really have meaning. At this time, the status of the paraprofessional varies from a somewhat structured existence to virtual nonexistence.

An Evaluation of Opinions Concerning Paraprofessionals in the Library

In a recent study in Tennessee Seyfarth and Canady (1970), found that teachers and administrators strongly favor the use of paraprofessionals as library assistants, in clerical tasks and in filing and cataloging materials. In this survey, some one thousand teachers and administrators in the Tennessee schools were asked to select from twenty-four duties those which they ranked highest as appropriate for paraprofessionals. The category "educational materials assistant" was ranked highest by both groups. The fact that the two groups consistently agreed as to the appropriate duties which should be assigned to paraprofessionals points positively in the direction of favorable reception as library staff.

In the new ALA policy(1970), it was stated that in order to "meet the goals of library service, both professional and supportive staff are needed in libraries." The policy's listing of supportive staff included "library technical assistant," "technical assistant," and "clerk." The professional staff in the library comprised only one segment of the total

framework, and they should take the responsibility for defining the training and education that the supportive personnel need.

In another report by ALA(1968), the reorganization and restructuring of some library positions is considered an "essential step toward meeting the critical existing shortage of professional librarians and future requirements." In order to meet and help solve the manpower shortage, they suggest and endorse a middle group of employees. This, according to the report, would lessen the gap between the professional and clerical positions and relieve professional librarians from duties which, although routine, require some training in library skills.

Ashiem(1968), feels that non-professional staffing will "increase the quality of professional performance" and will "raise standards, not lower them." He stated, that by relieving the librarian of technical tasks, he can attend to more professional duties.

In an article by Shores(1968), he gave the opinion that he believes "the technician is needed in all types of libraries." He terms the technician as "essential" in face of the manpower crisis, and he feels that he can "enhance library service by performing duties now curtailed by personnel shortages." As others, he also believes that the real service rendered by this "nonprofessional" is that of relieving professional staff of routine library tasks.

In a report by Postell(1968), it is stated that the technician is "essential." As an example of their positive use, many high schools have used technicians with good results; in schools which are too small to recruit professional librarians, technicians have assumed responsibilities in the school libraries and helped to prove how they can actually raise the quality of library service.

The idea of technicians enhancing the library services by releasing professionals from routine tasks is also held by Evans(1971). He stated that administrators should assess library tasks and reassign them using technicians in non-professional tasks.

Positive support throughout the literature was evident. Instructors and administrators tended to favor the use of paraprofessionals in the library, as do the professional men and women in the library field. The only note of dissent seemed to be by some of the professional librarians. It was their fear, as reported by Shores(1968),that paraprofessionals may downgrade the profession. But, in spite of

this unfavorable opinion, the bulk of persons involved with library personnel showed great enthusiasm over the incorporation of paraprofessionals into the library staff. Indeed, it was termed an "essential" movement by many.

Training Needed by Paraprofessionals

As in other areas concerning the paraprofessional, specifications for their training are sketchy, loosely organized, and somewhat differing throughout the literature. Standardized specifications are not to be found except in local programs.

Shores(1968), reported that the situation is typically summarized by the statement that some feel "no more than high school education plus on the job training and/or an apprentice program" is enough training for the technician assistant. However, Shores advocates "the general education program which is now the accepted curriculum of the first two college years."

Although the variance of training programs is definitely evident, it is the opinion of Rudnik(1971), that the uniformity has reached the place where a core curriculum can be identified. Many of the courses which would be included in such a curriculum are offered by the vocational educational departments of colleges. At least twenty-five percent of the total course content in the programs is specifically in the library technical assistant area. Such special courses cover areas including a "general introduction to library service, cataloging assistance, circulation procedures, elementary reference sources, acquisition and ordering procedures, preparation of materials, audiovisual material acquisition procedures, and basic cataloging." The logic behind these courses is to prepare the technician to assist with a "minimum of orientation on the job."

In the ALA's new policy(1970), it is first stated that until such time as valid and reliable examinations testing equivalent qualifications program can be prepared, an academic degree should be the basis of selection for library staff. Training for the technical assistant should consist of a specific two-year college program with the emphasis in this program resting more on skills training than on a broad, general program on the library and its concepts. This two-year program would tend to be a terminal type of formal education and not suitable for those persons with intentions of acquiring a four-year degree in library science.

Canady(1971), in a report of a survey of paraprofessionals in Tennessee schools, states that a clearer definition of the role of the paraprofessional must be established before an adequate training program can be prepared. However, forty percent of the superintendents in Tennessee feel that "the local school district should take the major responsibility for pre-service training of paraprofessionals." The remaining superintendents felt that the State Department of Education should take first priority in their training, followed by "the state four-year colleges, the state junior colleges, the federal government, or the local education associations." In response to the question of what the administrators felt were the most common qualifications used for employing paraprofessionals, the answer was "post secondary school study." Also cited was "proficiency in clerical skills."

Seidel(1970), reported that the library technical assistant should be required to have "experience or a certificate from a certified community college." In contrast, in an article by Ashiem(1968), he stated that regarding the technical assistant, "the tasks performed and responsibilities undertaken are of the kind that may well be learned on the job where time and qualified staff permit." However, he added that special training beyond secondary school may act as a "concentrated substitute" for this on-the-job training.

Finally, in a report by a committee of the ALA(1968), a rather thorough statement summarizes the bulk of the literature concerning the training of the library technical assistant. It reads as follows:

> High school graduation with progressively responsible, successful experience as library clerk that has led to proficiency in one or more of the functional areas; or two years of appropriate formal post secondary school courses to provide background in library services, techniques and procedures, and if required for particular positions, business training in accounting, office management and personnel supervision, operation and maintenance of instructional materials and equipment, or automated data processing equipment, graphic art skills, and so forth.

Summary of Duties Performed by Library Paraprofessionals

In summarizing the duties performed by the paraprofessional, mention must first be made of the third, or lower, division of library personnel, or the library clerk. Duties

of this person would consist of tasks of a strictly clerical nature with specific adaptations for use of these skills in the library, as pointed out by Ashiem(1968). This concept is similarly defined by Seidel(1970), as "those individuals who perform common business tasks."

The true paraprofessional, comprising the middle level of library personnel, would certainly possess the clerk's basic clerical skills, but he would have additional library training for tasks of a more technical nature. This concept is borne out by an article by an ALA committee(1968), which stated that the scope of assignments for the library technical assistant should be as follows:

> Typical duties include supervision of library clerk or clerical staff in performance of duties in the area of assignment. He may perform specialized library clerical duties, such as descriptive cataloging, inter-library loan or acquisition work, help readers in using catalog, locate simple bibliographic information, answer directional questions, be in charge of department, such as circulation or reserve collection. He uses independent judgment and makes decisions within guidelines but consults with librarian or supervisor on unusual problems and works under general supervision of librarian.

In a publication by the Library Education Division of the ALA (1971), the library/media technical assistant's duties and responsibilities are to "provide support and assistance to the professional staff and may supervise clerks or other technical assistants." In addition, the report stated that "their duties are related to a variety of functions adapted to the objectives of the specific institutions and assignments."

In 1966, the Pittsburgh Public School System conducted an evaluation of their "library aides" program. In a report by the Pittsburgh, Pennsylvania School System(1967), a listing of duties performed by library aides was cited and included: gathering and arranging materials, shelving, record keeping, loan work, preparation of new books, preparing and reproducing library instructional materials, taking inventory, and procuring and operating audio-visual equipment.

Projections for the Future

In a report by Drennan and Reed(1967), the estimation was made that there will be at least a five percent shortage of public school librarians in the 1970's. With such a

critical manpower shortage, additional personnel is obviously needed. Throughout the literature, the paraprofessional is the constant answer for this shortage. Again and again, reports and articles summarize their findings and opinions by endorsing the paraprofessional as the best solution to the increasing library personnel needs.

Seidel(1970), made the following statement related to the library manpower shortage:

> The trend toward the development of subprofessional workers in librarianship, then, has been a healthy and vital sign of life within the profession. It has not only permitted the development of a middle level of librarianship, which has relieved the professional of numerous routine duties, but it has also enhanced our understanding of the library philosophy and profession by reexamining the role of the librarian and his relationship to the other levels of the library occupation. It is only a beginning, but I am sure that further dialogue will serve to enhance present strengths and permit us to come to grips with not only the problems of dealing with other library staff members; but, more importantly, our entire relationship with the academic community.

Postell(1968), termed the library assistant as "essential" in relieving the manpower crisis. The library assistant can relieve the professional or routine technical duties, thus enhancing the library services.

Ashiem(1968), stated that the recognition of the technical assistant is not simply a solution to critical staff shortages; it is also a way to upgrade the professional aspects of library staffing. With the middle category of library personnel firmly established, the professional librarian would be more clearly aware of his role and education.

In a report more closely associated with the Southern Appalachian Region, Canady(1971) stated:

> There is ample evidence that paraprofessionals have assumed a significant role in education both nationally and in Tennessee. Judging from the number of paraprofessionals currently employed and the positive feeling of teacher, principals, and superintendents regarding their use, paraprofessionals are likely to remain an important force in Tennessee schools. In view of this prospect, professional educators should give more thought to defining roles for paraprofessionals

and to determining qualifications as well as selection, utilization, and evaluation procedures and salary schedules congruent with the roles and the qualifications.

In summary, the literature contains a somewhat broad, general discussion of library personnel today. Definitions of current personnel, and especially those of the paraprofessional, are vague. There are differing opinions throughout the literature concerning the duties, status, and training of the personnel; and, again, the paraprofessional's role is unclearly defined. There is very little information concerning the needs or status of the paraprofessional, and especially in the Southern Appalachian Region. However, although terms are vague and opinions differ, there is a generalized concern for the library's manpower problems, and experts endorse the paraprofessional as the best potential answer to the growing personnel needs.

Chapter II

Methods and Procedures of the Study

This chapter contains a summary of the procedures used in conducting this study, and closely parallels those specified in the original proposal (Ayers, 1971 b) submitted to the U. S. Office of Education. Figure 2 shows a Program Evaluation and Review Technique Chart(PERT Chart) of the project(Cook, 1966). This Chart depicts the major activities of the project that are described more fully in this chapter.

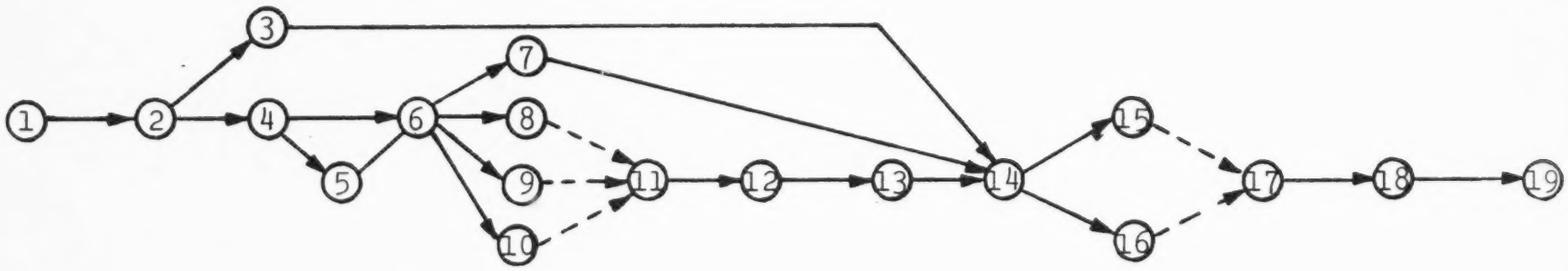
Prior to the start of the project, the State Departments of Education in the Southern Appalachian Region(Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) were contacted and asked to participate in this study. All State Departments agreed to participate in the study and to provide the names and addresses of all school systems in the Appalachian Region of their state and selected demographic data related to library personnel in the public school libraries.

The remainder of this chapter is divided into four sections. The first section summarizes the preliminary planning for the project, the second deals with mail surveys conducted in the Region, the third summarizes the school interview procedures and the fourth is concerned with the methods and procedures of data analysis.

Preliminary Planning

At the start of the project a complete review of the objectives and project plans was conducted. Based on preliminary discussions with library personnel and representatives of the U. S. Office of Education it was decided to modify the original project plan slightly. Initially it had been planned to contact only a sample of school superintendents and principals in the Region. However, it was felt that sufficient time and funds were available to contact by mail survey forms every school superintendent in the Region and samples of school system library supervisors, principals, school librarians, and paraprofessionals working in school libraries or media centers.

A more detailed review of the literature was started at the beginning of the project. Particular emphasis was placed on statistical information related to supply and demand for library personnel, job definitions of library



EVENT IDENTIFICATION

1. Start Project
2. Review Objectives and Project Plans
3. Start Interviews With State Dept. Personnel and Others
4. Complete Development of Survey Instruments
5. Pilot Test Survey Instruments
6. Survey School Systems
7. Survey Library Supervisors
8. Survey School Principals
9. Survey School Librarians
10. Survey School Library Paraprofessionals
11. Develop Interview Schedules
12. Schedule Interviews With Schools
13. Conduct School Interviews
14. Analyze Accumulated Data
15. Complete Interpretation of Data
16. Complete Data Tables
17. Start Narrative Report
18. Complete Narrative Report
19. Project Complete

Figure 2. PERT Chart of Project Activities.

personnel, descriptions of the duties of aides and paraprofessionals, evaluations of opinions concerning library personnel, and suggested information for preparing questionnaires. A summary of the review of the literature is contained in Chapter I of this report.

Concurrent with the start of the project a series of interviews was initiated with such individuals as the state school library supervisor in each of the states; representatives of the Appalachian Regional Commission, Council on Library Technology, and the American Library Association; school superintendents; librarians; college faculty members; and other interested individuals. The purposes of these interviews were to gather additional firsthand information about school library staff problems of the Region and to obtain ideas and input for the development of questionnaires. It should be pointed out that the state supervisors of school libraries in Kentucky, North Carolina, Tennessee and West Virginia were interviewed in person by the principal investigator. The state supervisors in the other states were contacted by telephone. The Appendix contains a complete list of all individuals that were interviewed or with whom the project was discussed on a personal basis.

After a complete review of the literature and a series of preliminary interviews with selected individuals five questionnaires were developed. The five instruments include: The Library Personnel Inventory-School System Form(SSF), Library Personnel Inventory-Supervisor Form(SUF), Library Personnel Inventory-Principal Form(PAF), Library Personnel Inventory-Librarian Form(LBF), and Library Personnel Inventory-Paraprofessional Form(PPF). A more complete description of each of these questionnaires is contained in Chapter I and sample copies will be found in the Appendix of this report. These five instruments were reviewed by a group of 35 school librarians from the 14 counties of the Upper Cumberland Development District in September, 1971, and by other selected individuals including state library supervisors. Based on the recommendations of these individuals slight modifications were made in the final form of the instruments.

Mail Surveys of the Southern Appalachian Region

A sample of 29 school systems was selected at random from the total of 394 school systems in the Southern Appalachian Region and the SSF was mailed to the Superintendent. The SSF was designed to seek demographic and routine institutional information about a given school system. In addition, the school superintendents were asked to complete specific questions about their positions, ideas and use of

librarians, and library paraprofessionals and aides in the public schools. The superintendents were asked to supply the name of their Library or Materials Supervisor and the name and address of a high school and an elementary school in their system that employed library paraprofessionals. About ten days after the initial mailing follow-up letters were mailed to those who had failed to return the questionnaire. A total of 25 questionnaires was received from the pilot mailing. Based on this pilot mailing, the questionnaire was revised slightly in format to facilitate ease of completion. Since there were no major changes in the instrument the data from the pilot study were combined with the data from the main body of the study.

The SSF was then mailed to the remaining 365 school systems in the Region. This included every school system in the Southern Appalachian Region on the lists obtained from the State Department of Education in the Spring of 1971. After appropriate follow-up letters, a total(including the pilot returns) of 350 questionnaires were returned. In the course of the survey it was learned that three school systems had merged with other systems during the Summer of 1971, leaving a net total of 391 systems. The net return of questionnaires was 89.5 percent. The percent of returned ranged from 82.2 percent for Kentucky to 100 percent for Tennessee.

A total of 120 superintendents indicated that their system employed a Library or Materials Supervisor. The SUF was then mailed to each of these individuals. After appropriate follow-up letters a total of 115(95.8 percent) of the Supervisors returned the questionnaire.

The school superintendents were asked to indicate one elementary and one high school in their school system that employed a paraprofessional in the school library. The superintendents indicated a total of 211 schools(108 elementary and 103 high schools) and gave complete addresses. The principal was asked to complete the PAF, distribute the LBF and PPF to the appropriate individuals and ask them to complete the questionnaires, and to return all three to the project office. After appropriate follow-up letters a total of 193(91.5 percent) PAF Questionnaires, 195(92.0 percent) LBF Questionnaires, and 182(86.3 percent) PPF Questionnaires were returned.

After an examination of the PPF questionnaire returns it was felt that additional information was needed from the paraprofessionals. It appeared that many of the paraprofessionals were really library aides as evidenced by the responses to the questionnaires and the fact that only 99

PPF Questionnaires were returned in a usable form. Therefore, a sixth survey instrument, the Library Personnel Inventory-Paraprofessional Follow-up Form was developed(PFF). This questionnaire was mailed to the 99 individuals who had completed the PPF. A total of 87(87.8 percent) questionnaires were returned.

School Interview Procedures

In order to cross validate the mail survey questionnaires and to obtain firsthand information from school personnel in the field three interview questionnaires were developed. These three instruments include the Principal Interview Questions, Librarian Interview Questions and the Paraprofessional Interview Questions. The questions for these three instruments were developed as a result of the review of the literature, the free response sections of the five mail survey instruments and from interviews conducted with state department personnel, college faculty and other individuals. Copies of these instruments are contained in the Appendix of this report.

A sample of 62 school principals who had responded to the PAF was contacted and asked to participate further in the study by allowing either the principal investigator or the project research assistant to visit the school and interview selected staff members. In every case the principals gave their permission for the project staff to interview in the school. A sample of schools in all states involved in the study was visited except South Carolina and Mississippi. These states were not visited because of the small number of schools that had responded to the questionnaires. A total of 55 principals, 50 librarians, and 22 library paraprofessionals or aides in 62 schools were interviewed. A complete list of the school personnel that were interviewed in this phase of the project is contained in the Appendix of this report.

Data Analysis

All data obtained from the mail survey questionnaires were tabulated and key punched for computer processing. Numbers and percentages were obtained by machine processing in the D. W. Matteson Computer Center of Tennessee Technological University. Due to the nature of the questionnaires, much information was obtained in the form of free responses. Data from the free response questions were analyzed and tabulated by the project staff. Interview data was tabulated

in a similar manner. Statistical tables were prepared and free response information summarized. This information is presented in Part II of this report.

Summary

This Chapter contains a description of the methods and procedures used in conducting the project. Initially a review was made of project plans and objectives and appropriate modifications were made. Interviews were conducted throughout the project with individuals who could provide information about school library staff problems in the Southern Appalachian Region and a review of the literature was conducted. A series of six mail questionnaires was developed and completed by individuals in the Region, and a sample of principals, librarians and paraprofessionals was interviewed. Data from the mail surveys and interviews were tabulated and summarized.

PART II

RESULTS

Part II of the report summarizes the results and findings of the project. It should be pointed out that the results and subsequent conclusions are based on: (1) notes taken during interviews with selected individuals from such organizations as the Appalachian Regional Commission, various college faculty members and other individuals and during the examination of selected reports; (2) almost 1,200 questionnaires completed by school superintendents, library supervisors, principals, school librarians and school library paraprofessionals and aides; and (3) 127 structured interviews conducted with principals, school librarians, and paraprofessionals and aides in the schools of the Region. The data are presented in a number of ways based on what the staff of the project believed to be the most informative and useful for the reader and are current as of the Fall of 1971. In many cases it would be possible to further subdivide the data by state or for a particular group of individuals. It should be noted that the data presented are based on the numerous questionnaires(90 percent return) and interview forms. Therefore, in certain tables the term "Projections" is used to imply what was expected for the total Region based on the percent of returns.

This part of the report contains four Chapters(Chapters III through VI). Chapter III presents a summary of the findings and results of interviews conducted with personnel other than those directly in the public elementary and secondary schools. Chapter IV presents a summary of the results of the administration of the SSF and SUF. These questionnaires provided information from the central office staff of the school systems of the Region. Chapter V contains a summary of the data from the administration of the PAF, LBF, PPF, and PFF Questionnaires. These questionnaires were completed by individuals working in the elementary and secondary schools of the Region. Chapter VI presents a summary of the interviews that were held with school principals, librarians and paraprofessionals and aides. It is believed that by dividing the results of the study into four chapters that the reader will be better able to analyze the data and draw conclusions.

Chapter III

INTERVIEWS WITH SELECTED INDIVIDUALS

Throughout the course of the project interviews were held with a number of individuals associated with the Southern Appalachian Region. It was felt essential to interview as many individuals as possible in order to gain as much firsthand experience and information about the library personnel problems of the Region. A series of interviews was conducted from the time of funding through termination of the project. These interviews were confined to two large groups. A series of interviews was conducted with individuals in the public schools including principals, librarians, and library paraprofessionals and aides. The results of these interviews will be discussed in Chapter VI of this report. The second large group consisted of individuals associated with such organizations as the Appalachian Regional Commission; American Library Association; the Council on Library Technology; college faculty members; representatives of the various state departments of education; representatives of the U. S. Office of Education; and other interested individuals. The remainder of this chapter will be confined to a summary of the results of the interviews with this second group of individuals. A complete list of the individuals that were interviewed or with whom the project was discussed is contained in the Appendix of this report.

Initially, the supervisors of school libraries for each of the states in the Southern Appalachian Region were contacted and asked to participate in the study. In all cases the supervisors agreed to participate in the project and to provide reports and information with regard to general staff problems and needs in the Appalachian Region of their state. Visits were made to the State Departments of Education in West Virginia, Kentucky, Tennessee and North Carolina specifically to discuss the project with the supervisor of school libraries. The remaining state supervisors were contacted by telephone.

The supervisors of school libraries in general, felt that there is a shortage of trained librarians in their states, in particular, at the elementary school level. The major problem associated with the employment of librarians in the elementary level has been a lack of funds from state and local sources. For example, it was reported that in the State of West Virginia that there were less than 30 elementary schools in the Fall of 1970 that employed certified elementary

librarians. The primary reason was due to the lack of state appropriations for these individuals and reluctance of local school systems to provide money. In contrast, other states such as Tennessee have limited state funds available for the employment of elementary school librarians. In general, it is the feeling of the state library supervisors that there is a need for a total reexamination of the methods of funding of library personnel in the states of the Region.

The employment of paraprofessionals and library aides in the Region is widespread. In general, it is the feeling of all individuals that were interviewed that the paraprofessional or Library Technical Assistant(as they are referred to in some states) can provide substantial help by allowing greater flexibility in the libraries or media centers of the schools and to alleviate some of the shortages of personnel that are evident in the Region.

The use of paraprofessionals and aides in the Region will not reach its full potential unless the educators and others(school boards, administrators, and the general public) are willing to devote the necessary time and money to make the program a reality. In general, it is the feeling of those individuals who were interviewed, that by use of paraprofessionals and aides in the libraries of the Region, the achievement level of the students can be increased and that the professional librarians can be freed to use their professional skills in planning and decision making. In certain areas where paraprofessionals have been installed in the libraries there have been actual cost reductions in the instructional programs of the school system.

Those individuals who were interviewed indicated that probably one of the major shortcomings of the use of paraprofessionals in the libraries is the lack of training programs for librarians in "how best to utilize this new assistant". Those interviewed were in general agreement that there was a need for reeducation of personnel at all levels (superintendents, supervisors, principals, teachers and librarians) in the utilization of paraprofessionals in the libraries.

There are mixed feelings from the group with regard to the necessary level of training and expertise that paraprofessionals and aides should have for working in the library. Obviously the group felt that the more training that the individuals had completed the better he would be for work in the library. However, the group is uncertain about the exact type training that these individuals should complete.

For example, some individuals interviewed felt that the work of the paraprofessionals in the library should be confined to routine clerical tasks, housekeeping and similar duties. On the other hand, other individuals felt that the true paraprofessional, that is, one who had completed some formalized training at a community college or technical institute, could easily man a school library on a full time basis with only very limited supervision.

In Kanawha County, West Virginia, funds are not available for the employment of elementary school librarians. However, with the help of ESEA Title I funds and a Career Opportunity Program in the area the school system was able to employ individuals to work in all of the elementary school libraries. In general, these individuals have received a "crash" course in all aspects of Library Science. In addition, many of the individuals are attending formal college courses to become better prepared in their profession. At the other end of the continuum many schools, with the help of ESEA Title I and other funds, have been able to employ what might be termed a true aide, that is, an individual with little or no formal training beyond high school.

Most individuals that were interviewed were in general agreement that the biggest problem associated with the employment of paraprofessionals and aides in the school libraries has been the low salaries that are available. Most individuals that are employed are paid from federal programs or through local school system supplements. It is the feeling of the group, that was interviewed, that better trained individuals could be attracted into paraprofessional positions if the monetary rewards were higher. Also it was the feeling of the group that there is a need for a better system of training for aides and paraprofessionals in the Region. Five of the nine states in the Region have one or more Community Colleges or Technical Schools that are training or plan to train individuals specifically for paraprofessional work in school libraries. Until these programs become operational and more graduates are in the field it is essential that better in-service programs be developed in cooperation with colleges and universities in the Region. It further appeared that there is a need for the establishment of career lattice programs for the individuals who would like to work toward the attainment of a professional degree and professional certification in the library.

The individuals interviewed during this phase of the project made numerous suggestions for specific questions to be asked of school superintendents, school system library supervisors, principals, librarians and paraprofessionals.

The suggestions that were made by these individuals were incorporated into the questionnaires and interview schedules that were used in other phases of the project(See Appendix). Thus these individuals have had direct input into the results that were obtained through the survey of school personnel in the Region. These results are summarized in Chapters IV through VI.

In summary individuals who were interviewed in this phase of the project are in general agreement that there is a need for additional school library personnel in the Southern Appalachian Region. There is a particular need to focus on the training and employment of aides and paraprofessionals in order to upgrade the libraries of the Region. There is a lack of specific understanding on the part of many individuals with regard to the use of and employment of these non-professional workers. There appeared to be a need for a complete reeducation of all individuals from the superintendent through librarians and teachers as to the duties and status of the paraprofessional. Organizations such as the American Library Association and the Council on Library Technology could be instrumental in dissemination of this type information. It further appeared that through the efforts of such organizations as the Appalachian Regional Commission and Appalachian Educational Laboratory that library services in the public schools of the Region will continue to be expanded in the very near future.

Chapter IV

Survey of School System Central Staff

Chapter IV contains the results and findings based on two mail questionnaires(SSF and SUF Questionnaires). This chapter is divided into two major sections corresponding to the individuals who completed the respective questionnaires and a third section consisting of a summary of the mail questionnaire results from the central office staffs of the school systems in the Southern Appalachian Region. Each of the first two sections is further subdivided based on the type data collected from each questionnaire - objective and free response.

Superintendents

The results of this section are based on the information obtained from the SSF Questionnaire that was completed by the respective superintendents in the Southern Appalachian Region. A total of 394 SSF Questionnaires were sent out, however, three school systems had merged, resulting in a net of 391 school systems in the Region. A total of 350 questionnaires were returned representing an 89.5 percent return. Table 1 presents a summary of the number of questionnaires sent out for each state and the percent return. The percent return ranged from 82.2 percent for Kentucky to 100.0 percent for Tennessee. It should be noted that South Carolina had only a 75.0 percent return, however, there are only four Appalachian school systems in the state. Therefore, because of the small number of systems, the extreme percentages for this state are not reported in making generalizations about the respective states. The results, however, are incorporated into the total Regional figures.

Table 1
NUMBER OF QUESTIONNAIRES SENT TO SCHOOL SYSTEM SUPERINTENDENTS, NUMBER RETURNED AND PERCENT RETURN

State	No. Sent	No. Returned	% Return
Alabama	52	48	92.3%
Georgia	46	39	84.8%
Kentucky	73	60	82.2%
Mississippi	34	29	85.3%
North Carolina	38	37	97.4%
South Carolina	4	3	75.0%
Tennessee	66	66	100.0%
Virginia	24	22	91.7%
West Virginia	54	46	85.2%
Total	391	350	89.5%

Objective Data For State and Region

Table 2 shows the number of teachers and estimated number of children in the Southern Appalachian Region as of the fall of 1970. The total number of teachers in the Region was 90,482 and it is estimated that they served a student population in excess of 2,700,000(Little, 1970). Based on projections of the U. S. Office of Education(Simon and Fullman, 1968) it is felt that these numbers have changed only slightly from 1970 to 1971. Table 3 shows a summary of the size of the various school systems in terms of number of schools at the elementary and secondary level. For example, 144 school systems of the 350 or 41.1 percent had from one to five elementary schools. Seven school systems had in excess of 25 secondary schools, etc. Table 4 presents a summary of the number and percentage of school systems of various sizes(by number of pupils) by state and for the total Southern Appalachian Region based on the returns of 350 questionnaires. Included in this table are a set of projections for the total Region or all 391 school systems. Approximately half of the school systems in the Region had a student enrollment of 1,500 to 5,000. About 25 percent had an enrollment between 5,000 and 10,000. Only 9 schools(2.3 percent) had an enrollment in excess or 25,000 children. The figures are nearly consistent for the various states. Table 5 shows a summary of the size of school systems based on the number of teachers. For example, 68(19.4 percent) of the school systems employed from 1 to 50 elementary teachers and 123 (35.1 percent) employed from 1 to 50 secondary teachers. About 40 percent of the school systems employed between 51 and 150 teachers.

Table 2
ESTIMATED NUMBER OF TEACHERS AND CHILDREN IN THE SOUTHERN APPALACHIAN REGION(FALL, 1970)*

State	No. of Teachers	No. of Children
Alabama	17,913	537,390
Georgia	9,133	273,990
Kentucky	8,871	263,430
Mississippi	3,814	114,470
North Carolina	6,552	196,560
South Carolina	5,672	170,160
Tennessee	15,114	453,420
Virginia	4,817	144,510
West Virginia	18,686	560,580
SAR	90,482	2,714,460

*Teacher data taken from: Arthur D. Little, Inc. Appalachian Report No. 12-Teachers in Appalachia Appalachian Regional Commission, Washington, D.C., 1970. p. 20. Number of children estimated by multiplying number of teachers by 30.

Table 3
NUMBER OF ELEMENTARY, SECONDARY AND TOTAL SCHOOLS IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Schools	Elementary		Secondary		Total	
1 - 5	144	41.1%	283	80.9%	97	27.7%
6 - 10	105	30.0%	39	11.1%	100	28.6%
11 - 15	53	15.1%	7	2.0%	73	20.9%
16 - 20	13	3.7%	6	1.7%	30	8.6%
21 - 25	11	3.1%	1	0.3%	20	5.7%
> 25	23	6.5%	7	2.1%	30	8.5%
No Response	1	0.3%	7	2.0%	0	0.0%

The number of librarians at the elementary and secondary level for the school systems in the Southern Appalachian Region as of the Fall of 1971 is shown in Table 6. For example, 92 school systems(26.3 percent) indicated that they did not employ any librarians in the elementary schools and 21(6.0 percent) indicated that they did not employ any librarians at the secondary level. About 60 percent of the school systems indicated that they employed from 1 to 6 librarians in their system.

Table 7 presents a summary of the number of librarians by sex for each of the states and for the Southern Appalachian Region. A total of 2,661 librarians were employed in the 350 school systems that responded to the initial survey. Of this number only 57(2.1 percent) are males. Projections for all 391 school systems indicated a total of 2,973 librarians. Based on the estimated student enrollment in the Region of 2,700,000, each librarian served approximately 910 pupils. In terms of teachers, there was one professional librarian for every 305 teachers in the Region.

Table 8 presents a summary of the number of certified librarians in the elementary and secondary schools of the various school systems. Table 9 presents a summary of the number of librarians that lack certification. It is estimated that there were approximately 192 individuals or 6.5 percent of the total librarian work force who were not certified. Table 10 presents a summary of the number of librarians who had completed a Master's Degree or higher. It is estimated that 690 librarians or 22.1 percent of the total work force had completed the Master's Degree or above. Table 11 presents a summary of the number of teacher-librarians in the various

Table 4
NUMBER AND PERCENTAGE OF SCHOOL SYSTEMS OF VARIOUS SIZES BY STATE

NO. PUPILS	ALA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	VA.	W.VA.	SAR	PROJ.*
No Response	1 2.1%	1 2.6%	0 0.0%	0 0.0%	1 2.7%	0 0.0%	1 1.5%	0 0.0%	0 0.0%	4 1.2%	5 1.2%
<1,500	1 2.1%	6 15.4%	17 28.3%	5 17.2%	4 10.8%	0 0.0%	8 12.1%	4 18.2%	2 4.4%	47 13.4%	53 13.4%
1,500-4,999	19 39.6%	21 53.9%	29 48.3%	22 75.9%	19 51.4%	0 0.0%	34 51.5%	10 45.5%	19 41.3%	173 49.4%	193 49.4%
5,000-9,999	19 39.6%	8 20.5%	12 20.0%	2 6.9%	8 21.6%	0 0.0%	18 27.3%	6 27.3%	16 34.8%	89 25.4%	99 25.4%
10,000-24,999	5 10.4%	3 7.7%	1 1.7%	0 0.0%	4 10.8%	2 66.7%	3 4.6%	2 9.1%	8 17.4%	28 8.0%	31 8.0%
>25,000	3 6.3%	0 0.0%	1 1.7%	0 0.0%	1 2.7%	1 33.3%	2 3.0%	0 0.0%	1 2.2%	9 2.3%	10 2.3%
Total	48	39	60	29	37	3	66	22	46	350	391

*Projections are based on the 89.5% return.

Table 5
NUMBER OF ELEMENTARY, SECONDARY, AND TOTAL TEACHERS IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Teachers	Elem.		Secondary		Total	
1 - 50	68	19.4%	123	35.1%	24	6.9%
51 - 100	84	24.0%	83	23.7%	70	20.0%
101 - 150	53	15.1%	39	11.1%	70	20.0%
151 - 200	45	12.9%	20	5.7%	24	6.9%
201 - 250	17	4.9%	12	3.4%	29	8.3%
251 - 300	13	3.7%	5	1.4%	28	8.0%
> 300	19	5.4%	12	3.5%	71	20.3%
No Response	51	14.5%	56	16.0%	34	9.8%

Table 6
NUMBER OF ELEMENTARY, SECONDARY, AND TOTAL FULL-TIME LIBRARIANS IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Librarians	Elem.		Secondary		Total	
0	92	26.3%	21	6.0%	9	2.6%
1 - 2	118	33.7%	191	54.6%	96	27.4%
3 - 4	42	12.0%	61	17.4%	78	22.3%
5 - 6	34	9.7%	33	9.4%	43	12.3%
7 - 8	22	6.3%	19	5.4%	38	10.9%
9 -10	13	3.7%	5	1.4%	20	5.7%
11 -12	8	2.3%	1	.3%	15	4.3%
> 12	15	4.4%	12	3.5%	45	12.8%
No Response	6	1.7%	7	2.0%	6	1.7%

Table 7
NUMBER OF LIBRARIANS BY SEX FOR EACH OF THE STATES AND THE SOUTHERN APPALACHIAN REGION

Librarians	Male		Female		Total
Alabama	9	2.0%	434	98.0%	443
Georgia	5	1.7%	287	98.3%	292
Kentucky	10	2.5%	397	97.5%	407
Mississippi	2	1.9%	105	98.1%	107
North Carolina	3	1.2%	244	98.8%	247
South Carolina	1	0.7%	150	99.3%	151
Tennessee	14	3.1%	436	96.9%	450
Virginia	4	2.5%	154	97.5%	158
West Virginia	9	2.2%	397	97.8%	406
Total SAR	57	2.1%	2604	97.9%	2661
Projections	64	2.1%	2909	97.9%	2973

Table 8
NUMBER OF CERTIFIED LIBRARIANS IN THE ELEMENTARY, SECONDARY AND TOTAL SCHOOLS OF THE VARIOUS SCHOOL SYSTEMS OF THE REGION (N=350)

No. of Librarians	Elem.		Secondary		Total	
0	80	22.9%	16	4.6%	7	2.0%
1 - 2	124	35.4%	179	51.1%	81	23.1%
3 - 4	43	12.3%	67	19.1%	91	26.0%
5 - 6	28	8.0%	38	10.9%	47	13.4%
7 - 8	25	7.1%	14	4.0%	31	8.9%
9 -10	11	3.1%	8	2.3%	24	6.9%
11 -12	11	3.1%	1	.3%	13	3.7%
> 12	14	4.1%	12	3.5%	47	13.4%
No Response	14	4.1%	15	4.3%	9	2.6%

Table 9
NUMBER OF LIBRARIANS BY ELEMENTARY, SECONDARY AND TOTAL THAT LACK CERTIFICATION IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION
(N=350)

No. Librarians	Elem.		Secondary		Total	
0	252	72.0%	278	79.4%	236	67.4%
1	35	10.0%	28	8.0%	37	10.6%
2	16	4.6%	4	1.1%	19	5.4%
3	6	1.7%	4	1.1%	11	3.1%
4	1	.3%	1	.3%	5	1.4%
>5	9	2.6%	1	.3%	9	2.6%
No Response	31	8.9%	34	9.0%	33	9.4%

Table 10
NUMBER OF LIBRARIANS BY LEVEL WHO HAVE COMPLETED THE MASTER'S DEGREE OR ABOVE FOR THE VARIOUS SCHOOL SYSTEMS OF THE REGION
(N=350)

No. Librarians	Elem.		Secondary		Total	
0	191	54.6%	136	38.9%	88	25.1%
1	67	19.1%	111	31.7%	117	33.4%
2	35	10.0%	39	11.1%	40	11.4%
3	13	3.7%	20	5.7%	33	9.4%
4	9	2.6%	7	2.0%	20	5.7%
5	3	.9%	5	1.4%	13	3.7%
>5	9	2.6%	10	2.9%	23	6.5%
No Response	23	6.6%	22	6.3%	16	4.6%

school systems. A teacher-librarian was defined as an individual who spends part of his day in the classroom and part serving the library. It is estimated that there were a total of 478(15.8 percent) of the librarians that are serving in this capacity in the Southern Appalachian Region. Table 12 shows a summary of the number of school systems that have librarians serving more than one school. For example, 91 school systems(26.0 percent) indicated that they had one or two librarians serving more than one school. Table 13 points out the number of libraries in the schools in the Southern Appalachian Region. Three school systems indicated that they did not have a library in any of their schools. About 40 percent of the schools have from 1 to 5 libraries. While 21 school systems(6.0 percent) indicated that they had more than 25 libraries in their school systems.

The employment of library paraprofessionals and aides is widespread throughout the Southern Appalachian Region. A total of 137 school systems reported that they employed one or more library paraprofessionals and 164 reported the employment of library aides. Projections for the Region indicated that 153 school systems were employing library paraprofessionals and 183 were employing library aides. Based on the return of questionnaires, it was found that Virginia lead the way in the use of paraprofessionals, with 63.6 percent of the school systems reporting the employment of paraprofessionals versus a Region average of 39.1 percent. Over 56.5 percent of the West Virginia school systems employed library aides versus a Region average of 46.9 percent. Table 14 presents a complete breakdown of the number and percent of school systems that employed library paraprofessionals and aides.

Table 11
NUMBER OF ELEMENTARY, SECONDARY, AND TOTAL TEACHER-LIBRARIANS IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Teacher-Librarians	Elem.		Secondary		Total	
0	234	66.9%	251	71.7%	191	54.6%
1 - 2	51	14.6%	51	14.6%	76	21.7%
3 - 4	17	4.9%	15	4.3%	26	7.4%
5 - 6	11	3.1%	3	.9%	14	4.0%
7 - 8	1	.3%	-	-	5	1.4%
> 8	9	2.6%	2	.6%	11	3.2%
No Response	27	7.7%	28	8.0%	27	7.7%

Table 12
NUMBER OF ELEMENTARY, SECONDARY, AND TOTAL LIBRARIANS SERVING MORE THAN ONE SCHOOL IN THE REGION

No. of Librarians	Elem.		Secondary		Total	
0	221	63.1%	294	84.0%	208	59.4%
1 - 2	79	22.6%	14	4.0%	91	26.0%
3 - 4	11	3.1%	4	1.1%	10	2.9%
5 - 6	3	0.9%	0	0.0%	6	1.7%
> 6	2	0.6%	0	0.0%	4	1.2%
No Response	34	9.8%	38	10.9%	31	8.9%

Table 13
NUMBER OF SCHOOL LIBRARIES BY LEVEL FOR THE VARIOUS SCHOOL SYSTEMS IN THE REGION(N=350)

No. of Libraries	Elem.		Secondary		Total	
0	33	9.4%	9	2.6%	3	0.9%
1 - 5	175	50.0%	276	78.9%	138	39.4%
6 -10	71	20.3%	38	10.9%	96	27.4%
11 -15	36	10.3%	9	2.6%	60	17.1%
16 -20	10	2.9%	6	1.7%	20	5.7%
21 -25	4	1.1%	1	0.3%	10	2.9%
> 25	15	4.2%	4	1.2%	21	6.0%
No Response	6	1.7%	7	2.0%	2	0.6%

Table 15 shows a breakdown of the actual number of paraprofessionals by sex, employed in each state. Projections for the Southern Appalachian Region indicated a total of 802, or one paraprofessional for every 3.7 professional librarians. Of this number 34(4.2 percent) were male. Table 16 shows a breakdown of the number of library paraprofessionals employed full-time at the elementary and secondary level. For example, 52(14.9 percent) of the school systems employed one or two

Table 14
NUMBER AND PERCENT OF SCHOOL SYSTEMS(N=350) EMPLOYING ONE OR MORE AIDES OR PARAPROFESSIONALS IN THE REGION

	ALA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	VA.	W.VA.	SAR	PROJ.*
No. Systems Reporting	48	39	60	29	37	3	66	22	46	350	391
No. Paraprofessionals	20	16	18	11	15	2	22	14	19	137	153
Percentage Paraprofessionals	41.7	41.0	30.0	37.9	40.5	67.3	33.3	63.6	41.3	39.1	
No. Aides	16	18	26	13	20	3	31	11	26	164	183
Percentage Aides	33.3	46.2	43.3	44.8	54.1	100.0	47.0	50.0	56.5	46.9	

*Based on 89.5% return of Superintendents Questionnaires.

paraprofessionals in the elementary schools. Table 17 shows a breakdown of those who were working in the schools on a parttime basis.

Table 15
NUMBER OF PARAPROFESSIONALS BY SEX FOR EACH OF THE STATES AND THE SOUTHERN APPALACHIAN REGION

Paraprofessionals	Male		Female		Total
Alabama	4	3.3%	116	96.7%	120
Georgia	0	0.0%	41	100.0%	41
Kentucky	10	11.8%	75	88.2%	85
Mississippi	0	0.0%	36	100.0%	36
North Carolina	0	0.0%	99	100.0%	99
South Carolina	0	0.0%	12	100.0%	12
Tennessee	5	5.2%	91	94.8%	96
Virginia	0	0.0%	62	100.0%	62
West Virginia	11	6.6%	155	93.4%	166
Total SAR	30	4.2%	687	95.8%	717
Projections	34	4.2%	768	95.8%	802

The superintendents were asked to rate as either Required, Desirable or Unnecessary, seven items related to library paraprofessionals. Table 18 shows a summary of the number and percent of superintendents rating each item. The highest percent rating(59.4 percent) was given to the requirement of graduation from secondary school. In contrast only 1.1 percent felt that a paraprofessional should be the parent of a school age child. The three characteristics, Required, Desirable, and Unnecessary were assigned a corresponding rating of 3, 2 and 1. Table 19 shows the mean rating given each item. It appeared that school superintendents saw graduation from high school, clerical skills and successful experience with children as the most desirable characteristics of a library paraprofessional.

Table 20 shows a breakdown by sex of the number of library aides employed in the Southern Appalachian Region. Projections show a total of 930 library aides or one aide per 3.2 professional librarians. About 4.6 percent are male. Tables 21 and 22 present a survey of the number of full-time and parttime aides, respectively, in the Region.

Table 16

NUMBER OF PARAPROFESSIONAL EMPLOYEES BY LEVEL WORKING IN SCHOOL LIBRARIES FULL-TIME(MORE THAN ½ DAY) IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Paraprofessionals	Elem.		Secondary		Total	
0	242	69.1%	257	73.4%	212	60.6%
1 - 2	52	14.9%	48	13.7%	64	18.3%
3 - 4	14	4.0%	17	4.9%	27	7.7%
5 - 6	8	2.3%	3	0.9%	9	2.6%
7 - 8	6	1.7%	2	0.6%	5	1.4%
9 -10	0	0.0%	2	0.6%	5	1.4%
> 10	5	1.5%	0	0.0%	9	2.7%
No Response	23	6.6%	21	6.0%	19	5.4%

Table 17

NUMBER OF PARAPROFESSIONAL EMPLOYEES BY LEVEL WORKING LESS THAN FULL-TIME IN SCHOOL LIBRARIES IN THE VARIOUS SCHOOL SYSTEMS OF THE REGION(N=350)

No. of Paraprofessionals	Elem.		Secondary		Total	
0	271	77.4%	295	84.3%	267	76.3%
1 - 2	33	9.4%	23	6.6%	29	8.3%
3 - 4	13	3.7%	7	2.0%	14	4.0%
5 - 6	5	1.4%	0	0.0%	7	2.0%
7 - 8	2	0.6%	0	0.0%	5	1.4%
> 8	3	0.9%	1	0.3%	4	1.2%
No Response	23	6.6%	24	6.9%	24	6.9%

Table 18
DESIRABLE FEATURES OF PARAPROFESSIONALS AS RATED BY SUPERINTENDENTS

	Required		Desirable		Unnecessary		No Response	
Secondary School Attendance	158	45.1%	24	6.9%	3	0.9%	165	47.1%
Graduation from Secondary School	208	59.4%	31	8.9%	1	0.3%	110	31.4%
Post Secondary School Study	55	15.7%	156	44.6%	16	4.6%	123	35.1%
A College Degree	9	2.6%	108	30.9%	98	28.0%	135	38.6%
Clerical Skills	126	36.0%	113	32.3%	4	1.1%	107	30.6%
Successful Experience Working With Children	84	24.0%	151	43.1%	4	1.1%	111	31.7%
Parent of School Age Child	4	1.1%	85	24.3%	135	38.6%	126	36.0%

Table 19
MEAN RATING FOR VARIOUS DESIRABLE FEATURES
OF PARAPROFESSIONALS BY SUPERINTENDENTS

	$\bar{X}$ Rating	N
Secondary School Attendance	2.84	185
Graduation from Secondary School	2.86	240
Post Secondary School Study	2.17	227
A College Degree	1.59	215
Clerical Skills	2.50	243
Successful Experience with Children	2.33	239
Parent of School Age Child	1.42	224

Table 20
NUMBER OF LIBRARY AIDES BY SEX FOR EACH OF THE STATES AND THE SOUTHERN APPALACHIAN REGION

Aides	Male		Female		Total
Alabama	6	10.5%	51	89.5%	57
Georgia	16	12.8%	109	87.2%	125
Kentucky	0	0.0%	111	100.0%	111
Mississippi	1	1.9%	52	98.1%	53
North Carolina	0	0.0%	148	100.0%	148
South Carolina	0	0.0%	38	100.0%	38
Tennessee	15	8.2%	167	91.8%	182
Virginia	0	0.0%	40	100.0%	40
West Virginia	0	0.0%	79	100.0%	79
SAR	38	4.6%	795	95.4%	833
Projections	42	4.6%	888	95.4%	930

Superintendents were asked to rate the desirable qualities of library aides. Table 23 shows a summary of the number and the percent rating given each item(Required, Desirable, and Unnecessary) by superintendents. Table 24 shows a summary of the mean ratings of each item. Again, as with the ratings of paraprofessionals, secondary school attendance or graduation from secondary school, clerical skills and successful experience with children were rated high.

Superintendents were asked to indicate the name of an elementary and high school in their system in which a paraprofessional was employed. Table 25 shows a breakdown of the number responding favorably to the question. A total of 118 elementary and 107 high schools were given as schools where paraprofessionals were employed. Because of incomplete address, or duplication(unified school 1-12) there was a total of 211 schools that could be contacted in the next phases of the survey(Chapters V and VI).

Table 21
NUMBER OF LIBRARY AIDES BY LEVEL WORKING FULL-TIME IN THE VARIOUS SCHOOL SYSTEMS(N=350)

No. of Aides	Elem.		Secondary		Total	
0	225	64.3%	238	68.0%	193	55.1%
1 - 2	45	12.9%	59	16.9%	57	16.3%
3 - 4	28	8.0%	12	3.4%	33	9.4%
5 - 6	8	2.3%	7	2.0%	12	3.4%
7 - 8	8	2.3%	2	0.6%	12	3.4%
> 8	5	1.4%	3	0.9%	15	4.4%
No Response	31	8.9%	29	8.3%	28	8.0%

Table 22
NUMBER OF LIBRARY AIDES BY LEVEL WORKING LESS THAN FULL-TIME (LESS THAN ½ DAY) IN THE VARIOUS SCHOOL SYSTEMS(N=350)

No. of Aides	Elem.		Secondary		Total	
0	243	69.4%	254	72.6%	225	64.3%
1 - 2	42	12.0%	41	11.7%	47	13.4%
3 - 4	16	4.6%	11	3.1%	13	3.7%
5 - 6	4	1.1%	5	1.4%	13	3.7%
7 - 8	5	1.4%	1	0.3%	4	1.1%
> 8	7	2.0%	5	1.4%	17	4.9%
No Response	33	9.4%	33	9.4%	31	8.9%

Table 23
DESIRABLE FEATURES OF LIBRARY AIDES AS RATED BY SUPERINTENDENTS

	Required		Desirable		Unnecessary		No Response	
Secondary School Attendance	174	49.7%	32	9.1%	5	1.4%	139	39.7%
Graduation from Secondary School	202	57.7%	48	13.7%	4	1.1%	96	27.4%
Post Secondary School Study	12	3.4%	188	53.7%	32	9.1%	118	33.7%
Clerical Skills	134	38.3%	121	34.6%	8	2.3%	87	24.9%
Successful Experience Working With Children	63	18.0%	179	51.1%	5	1.4%	103	29.4%
Parent of School Age Child	2	0.6%	95	27.1%	136	38.9%	117	33.4%

Table 24
MEAN RATING FOR VARIOUS DESIRABLE FEATURES OF LIBRARY AIDES BY SUPERINTENDENTS

	$\bar{X}$ Rating	N
Secondary School Attendance	2.80	211
Graduation from Secondary School	2.78	254
Post Secondary School Study	1.91	232
Clerical Skills	2.48	263
Successful Experience With Children	2.23	247
Parent of School Age Child	1.42	233

Table 25
NUMBER AND PERCENTAGE OF SUPERINTENDENTS INDICATING AN ELEMENTARY AND A HIGH SCHOOL IN WHICH A PARAPROFESSIONAL WAS EMPLOYED

State	Elementary		High School	
Alabama	20	41.7%	18	37.5%
Georgia	14	35.9%	11	28.2%
Kentucky	19	31.7%	15	25.0%
Mississippi	9	31.0%	7	24.1%
North Carolina	21	56.8%	17	46.0%
South Carolina	0	0.0%	1	33.3%
Tennessee	17	25.8%	20	30.3%
Virginia	8	36.4%	7	31.8%
West Virginia	10	21.7%	11	23.9%
SAR	118	33.7%	107	69.4%

In recent years great interest has been shown in the wages paid aides and paraprofessionals. There is wide variation in the rate of pay and the method of payment of these individuals. For these reasons the Superintendents were asked several questions related to wages paid library paraprofessionals and aides. About 35 percent of the school systems indicated the average salary of their paraprofessionals and about 42 percent indicated a wage paid library aides. Table 26 presents a summary and comparison of the wages paid

library paraprofessionals and aides in the Southern Appalachian Region. There was a wide variety of reporting methods used by the school systems, i.e., by the hour, day, month or year and it was impossible to equate the salaries to a common base. For example, some systems employed individuals on a nine, ten, eleven or twelve month basis. Only four systems indicated payment on a weekly basis and this was, however, reduced to a daily wage and entered in Table 27 as such. In all instances paraprofessionals were receiving a higher wage than aides. Pay ranges for both groups were from the minimum wage to wages comparable to professional workers. The mean wage for library paraprofessionals was $1.70/hr, $13.00/da, $281/mo., or $3,278/yr. The mean wage for library aides was $1.65/hr., $13.00/da, $259/mo, or $2,878/yr.

What are the sources of funds for librarians, paraprofessionals, and aides in the Southern Appalachian Region? Superintendents were asked to indicate the source of monies, i.e., state, local or federal, for the employment of individuals in each of the groups. Tables 27, 28 and 29 show a breakdown by state and by source of funds for the employment of library personnel. For the Southern Appalachian Region, 66.7 percent of the funds for librarians were drawn from state sources, while 22.3 percent came from local sources. Only 11.0 percent came from Federal sources. In comparison 12.3 percent of the funds for the employment of library paraprofessionals and 4.9 percent for the employment of aides came from state funds. Federal funds provided for 53.0 percent and 62.6 percent of the monies spent respectively for library paraprofessionals and aides. About 33 percent of the monies are provided by local sources.

Table 30 shows the number and percent of superintendents by state responding favorably(Yes) to a series of questions about library paraprofessionals and aides. Over 58.3 percent of the superintendents indicated that they thought that their respective State Departments should encourage the employment of paraprofessionals. The range of positive responses was from 56.3 percent for Alabama to 72.7 percent for Virginia. Only 35.4 percent of the school systems indicated that there was in-service training available in their school system. Superintendents from the Commonwealth of Virginia indicated the greatest number of positive responses to this question.

Table 26

COMPARISON OF WAGES PAID BY NUMBER OF SCHOOL SYSTEMS TO PARA-PROFESSIONALS AND LIBRARY AIDES IN THE SOUTHERN APPALACHIAN REGION

Wages	Parapro-fessionals		Library Aides	
No Response	228	65.1%	202	57.7%
Those Indicating Salary by the Hour				
< $1.60	1		2	
$1.60 - $1.80	11		42	
> $1,80	5		7	
Mean Wage by the Hour	$1.70		$1.65	
Those Indicating Salary by the Day				
< $11.00	2		2	
$11.00 - $13.00	9		4	
$13.01 - $15.00	6		6	
> $15.00	0		1	
Mean Wage by the Day	$13.00		$13.00	
Those Indicating Salary by the Month				
< $250	14		23	
$250 - $300	35		18	
$301 - $400	9		9	
> $400	2		0	
Mean Wage by the Month	$281		$259	
Those Indicating Salary by the Year				
< $2500	3		10	
$2500 - $3000	14		16	
$3001 - $3500	5		4	
$3501 - $4000	4		2	
> $4000	2		2	
Mean Wage by the Year	$3278		$2878	

Table 27
PERCENTAGE OF MONIES FOR LIBRARIAN SALARIES, NUMBER AND PERCENT OF SYSTEMS REPORTING EXPENDITURES

	State	Local	Federal	No. Systems Reporting Expenditures	Percentage of Systems
Alabama	67.3%	21.8%	10.9%	40	83.3%
Georgia	83.6%	14.0%	2.4%	3	89.7%
Kentucky	50.3%	18.7%	18.9%	48	80.0%
Mississippi	70.4%	18.9%	10.7%	21	72.4%
North Carolina	75.4%	11.2%	13.4%	30	81.1%
South Carolina	79.0%	21.0%	00.0%	2	67.7%
Tennessee	68.7%	24.6%	6.7%	56	84.8%
Virginia	43.5%	51.3%	5.2%	20	90.9%
West Virginia	70.6%	26.6%	2.8%	41	89.1%
SAR	66.7%	22.3%	11.0%	293	83.7%

Table 28
PERCENTAGE OF MONIES FOR PARAPROFESSIONALS SALARIES, NUMBER AND PERCENT OF SCHOOL SYSTEMS REPORTING EXPENDITURES

	State	Local	Federal	Number of Systems	Percentage of Systems
Alabama	18.1%	40.2%	41.7%	21	43.8%
Georgia	12.5%	3.6%	83.9%	18	46.2%
Kentucky	1.9%	24.3%	73.8%	14	23.3%
Mississippi	8.5%	39.6%	51.9%	12	41.4%
North Carolina	6.7%	40.0%	53.3%	15	40.5%
South Carolina	0.0%	100.0%	0.0%	1	33.3%
Tennessee	2.3%	35.9%	61.8%	22	33.3%
Virginia	0.0%	53.1%	46.9%	13	59.1%
West Virginia	5.7%	43.6%	50.7%	14	30.4%
SAR	12.3%	34.7%	53.0%	130	37.1%

Table 29
PERCENTAGE OF MONIES FOR LIBRARY AIDES SALARIES, NUMBER AND PERCENTAGE OF SCHOOL SYSTEMS REPORTING EXPENDITURES

	State	Local	Federal	Number of Systems	Percentage of Systems
Alabama	12.5%	29.4%	58.1%	16	33.3%
Georgia	5.9%	31.1%	63.0%	21	53.8%
Kentucky	3.0%	8.7%	88.3%	23	38.3%
Mississippi	0.0%	25.0%	75.0%	12	41.4%
North Carolina	0.0%	50.4%	49.6%	20	54.1%
South Carolina	0.0%	50.0%	50.0%	2	66.7%
Tennessee	0.0%	28.6%	71.4%	22	33.3%
Virginia	1.7%	69.8%	28.5%	14	63.6%
West Virginia	18.4%	25.7%	55.9%	16	34.8%
SAR	4.9%	32.5%	62.6%	146	41.7%

Over 53.0 percent of the superintendents felt that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian. It is interesting to note that the superintendents of Virginia responded positively to this question 36.4 percent of the time, whereas over 73.0 percent of the superintendents of North Carolina answered the question yes.

About 64.3 percent of the superintendents indicated that they felt the majority of their school board members accept the idea of the use of paraprofessionals in the library. About 84 percent of the superintendetns of North Carolina indicated a yes to this question(the highest in the Region).

Fifty-six percent of the superintendents favored a state salary schedule for library paraprofessional employees. However, only 18.9 percent of the school systems have developed criteria for the selection of paraprofessionals, 14.6 percent have prepared job descriptions for paraprofessionals working in school libraries, and 12.3 percent have developed procedures for the evaluation of the utilization of paraprofessionals in the school libraries.

The states of North Carolina and Georgia appear to be further along in the development of these three areas. Finally superintendents were asked if in-service training was available for library aides in their school systems. Over 45 percent of the superintendents indicated that such training was available. Virginia and West Virginia are leading the way in this area.

Table 30
NUMBER AND PERCENT OF SUPERINTENDENTS RESPONDING "YES" TO A SERIES OF QUESTIONS

	QUESTIONS*									
	1		2		3		4		5	
Alabama	17	35.4%	27	56.3%	17	35.4%	27	56.3%	31	64.6%
Georgia	6	15.4%	22	56.4%	17	43.6%	22	56.4%	24	61.5%
Kentucky	10	16.7%	28	46.7%	14	23.3%	26	43.3%	32	53.3%
Mississippi	9	31.0%	18	62.1%	9	31.0%	13	44.8%	19	65.5%
North Carolina	16	43.2%	24	64.9%	14	37.8%	27	73.0%	31	83.8%
South Carolina	2	67.3%	2	66.7%	1	33.3%	3	100.0%	3	100 %
Tennessee	19	28.8%	40	60.6%	18	27.3%	31	47.0%	42	63.6%
Virginia	5	27.7%	16	72.7%	12	54.6%	8	36.4%	15	68.2%
West Virginia	11	23.9%	27	58.7%	22	47.8%	30	65.2%	28	60.9%
SAR	95	27.1%	204	58.3%	124	35.4%	187	53.4%	225	64.3%

*1. Does your school system have a district wide materials or library supervisor?
2. Do you feel that the state department should encourage the employment of paraprofessionals?
3. Is there in-service training available for paraprofessionals in your school system?
4. Do you feel that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian?
5. Do you feel that the majority of the school board members accept the idea of the use of paraprofessionals in the library?

Table 30(Continued)

	QUESTIONS*									
	6		7		8		9		10	
Alabama	25	52.1%	10	20.8%	6	12.5%	6	12.5%	17	35.4%
Georgia	23	59.0%	10	25.6%	7	18.0%	6	15.4%	17	43.6%
Kentucky	27	45.0%	7	11.7%	6	10.0%	4	6.7%	29	48.3%
Mississippi	17	58.6%	4	13.8%	5	17.2%	4	13.8%	12	41.4%
North Carolina	25	67.6%	9	24.3%	8	21.6%	8	21.6%	17	46.0%
South Carolina	3	100.0%	1	33.3%	0	0.0%	0	0.0%	2	67.3%
Tennessee	39	59.1%	12	18.6%	7	10.6%	4	6.1%	23	34.8%
Virginia	10	45.5%	5	22.7%	4	18.2%	4	18.2%	15	68.2%
West Virginia	26	56.5%	8	17.4%	8	17.4%	7	15.2%	27	58.7%
SAR	195	55.7%	66	18.9%	51	14.6%	43	12.3%	159	45.4%

*6. Do you favor a state salary schedule for paraprofessional library employees?
7. Has your school system developed criteria for the selection of library paraprofessionals?
8. Has your school system prepared job descriptions for paraprofessionals working in school libraries?
9. Has your school system developed procedures for the evaluation of the utilization of paraprofessionals in the school libraries?
10. Is there in-service training available in your school district?

Of paramount importance to the improvement of educational systems is the number of existing vacancies for library personnel and the projected growth for the future. Tables 31, 32 and 33 report the vacancies for the Fall of 1971 and the projected additional personnel for 1975 and 1980 for librarians, library paraprofessionals and library aides. Based on projections a total of 131 professional positions were vacant in the Fall of 1971. The greatest number of vacancies were in West Virginia(31), Virginia(30), and Tennessee(23). It is anticipated that by 1980 there will be a need for 2,182 librarians, largely at the elementary school level. This will give a total of 5,150 librarians in the Region. Assuming that the student population remains about constant at 2,700,000, the librarian per pupil ratio would have decreased to about one librarian per 535 students. This figure will still be about twice the 1969 recommendation of the American Library Association(1969) of one media specialist(librarian) per 250 students.

In the Fall of 1971 there were 257 positions vacant for paraprofessionals(Table 32). Based on projections it is anticipated that an additional 3,137 paraprofessionals will be needed, bringing the Region total to approximately 3,940 individuals by 1980. Assuming the projections for professional personnel are correct there will be about four library paraprofessionals for every five librarians.

Table 33 shows the vacancies for library aides for the Fall of 1971 and projections for additional personnel for 1975 and 1980. Based on the projections of additional personnel for 1980 there will be a total of 4,550 library aides or about 4.5 aides per five professional employees.

It is anticipated that by 1980 there will be a total of about 1.5 supporting individuals for each professional librarian. Of course this figure could be reduced drastically with additional monies for training and the employment of library paraprofessionals and aides.

Objective Data By Size of School System

The data presented in the previous section was a compilation of information for each state and the total Southern Appalachian Region. In this section(Table 34) certain questions, that were asked of the superintendents, have been

Table 31
VACANCIES FOR LIBRARIANS, FALL 1971, AND
PROJECTION FOR ADDITIONAL LIBRARIANS 1975 AND 1980

	ALA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	VA.	W.VA.	SAR	PROJECTIONS*
Fall, 1971	14	1	10	3	5	0	23	30	31	117	131
1975	228	40	78	53	62	2	124	53	190	830	927
1980	273	97	76	55	68	9	177	40	211	1006	1124
Total Additional Librarians	515	138	164	111	135	11	324	123	432	1953	2182

*Projections are based on the 89.5% return.

Table 32
VACANCIES FOR PARAPROFESSIONALS, FALL, 1971 AND PROJECTION
FOR ADDITIONAL STAFF 1975 AND 1980

	ALA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	VA.	W.VA.	SAR	PROJECTIONS*
Fall, 1971	27	6	76	13	0	0	40	23	45	230	257
1975	187	113	184	25	108	14	225	72	252	1180	1318
1980	209	128	219	37	194	17	318	84	192	1398	1562
Total Additional Paraprofes-sionals	423	247	479	75	302	31	583	179	489	2808	3137

*Projections are based on the 89.5% return.

Table 33
VACANCIES FOR LIBRARY AIDES, FALL, 1971 AND PROJECTIONS
FOR ADDITIONAL STAFF 1975 AND 1980

	ALA.	GA.	KY.	MISS.	N.C.	S.C.	TENN.	VA.	W.VA.	SAR	PROJECTIONS*
Fall, 1971	44	2	41	6	0	0	37	15	20	165	184
1975	179	158	219	77	182	72	197	71	173	1328	1484
1980	318	201	273	80	226	109	292	70	180	1749	1954
Total Additional Library Aides	541	361	533	163	408	181	526	156	373	3242	3622

*Projections are based on the 89.5% return.

summarized on the basis of the size of the school system(in terms of number of students). It was felt that there would be significant differences between the larger(generally urban systems) and the smaller rural systems. The study revealed that 47 school systems had an enrollment of less than 1,500 children, 173 systems had an enrollment between 1,500 and 4,999 children, 89 school systems enrolled from 5,000 to 9,999 children, 28 systems had an enrollment between 10,000 and 24,999, and nine systems had enrollments exceeding 25,000 children. Four systems failed to indicate the size of their enrollment, however, based on the number of teachers employed in the systems it is estimated that two systems would fall in the category of less than 1,500 and two in the category with an enrollment in excess of 25,000 students.

Superintendents were asked if they had a district wide materials or library supervisor. As might be expected a higher percentage of the larger systems had an individual in this position. For example, only six school systems(12.8 percent) that have an enrollment of less than 1,500, have a library supervisor in comparison with 53.6 percent of the school systems with enrollments between 10,000 and 24,999 children. There was very little difference in the percentage of school superintendents responding to the question, "Do you feel that the state department should encourage the employment of paraprofessionals?" About 60.0 percent of the superintendents responded yes to this question. There was little apparent difference in the responses of superintendents in the various size school systems to the question, "Is there in-service training available for paraprofessionals in your school system?" About 37.0 percent responded yes to this question.

A high percent of the superintendents in the larger school systems, that is in school systems with a student population in excess of 10,000, felt that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian. Apparently superintendents in these systems had greater experience with paraprofessionals in the library and thus saw the full potential of these individuals in the school. There was no difference in the percent of responses to the question, "Do you feel that the majority of your school board members accept the idea of the use of paraprofessionals in the library?" School superintendents, in the various size school systems, were in general agreement with regard to the establishment of a state salary schedule for paraprofessional library employees.

Table 34

NUMBER AND PERCENTAGE OF SUPERINTENDENTS (BY NO. STUDENTS IN SYSTEM) RESPONDING "YES" TO SELECTED QUESTIONS

*Questions	< 1500		1,500-4,999		5,000-9,999		10,000-24,999		> 25,000	
1.	6	12.8%	34	19.7%	33	37.1%	15	53.6%	6	66.7%
2.	30	63.8%	105	60.7%	49	55.1%	18	64.3%	2	22.2%
3.	12	25.5%	68	39.3%	33	37.1%	7	25.0%	4	44.4%
4.	21	44.7%	95	54.9%	41	46.1%	23	82.1%	6	66.7%
5.	26	55.3%	119	68.8%	59	66.3%	14	50.0%	7	77.8%
6.	30	63.8%	96	55.5%	46	51.7%	17	60.7%	5	55.6%
7.	6	12.8%	31	17.9%	20	22.5%	6	21.4%	3	33.3%
8.	7	14.9%	22	12.7%	17	19.1%	3	10.7%	2	22.2%
9.	7	14.9%	19	11.0%	13	14.6%	2	7.1%	2	22.2%
10.	19	40.4%	84	48.6%	39	43.8%	13	46.4%	4	44.4%

*1. Does your school system have a district-wide materials or library supervisor?
2. Do you feel that the state department should encourage the employment of paraprofessionals?
3. Is there in-service training available for paraprofessionals in your school system?
4. Do you feel that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian?
5. Do you feel that the majority of your school board members accept the idea of the use of paraprofessionals in the library?
6. Do you favor a state salary schedule for paraprofessional library employees?
7. Has your school system developed criteria for the selection of library paraprofessionals?
8. Has your school system prepared job descriptions for paraprofessionals working in school libraries?
9. Has your school system developed procedures for the evaluation of the utilization of paraprofessionals in the school libraries?
10. Is there in-service training available for library aides in your school system?

As might be expected the larger school systems had developed criteria for the selection of library paraprofessionals and also a greater percent of the larger school systems had prepared job descriptions for these individuals. There was no pattern to the percent of school systems that indicated that they had developed procedures for the evaluation of paraprofessionals. Apparently both large and small school systems have not developed evaluation procedures. About 45.0 percent of the school systems had in-service training available for library aides.

Free Response Data

The superintendents were asked to provide any additional information or comments that they deemed appropriate for the project. Almost half of the 350 superintendents who responded to the SSF Questionnaire wrote from one sentence to 500 word essays about the library personnel problems of their school system and of the Southern Appalachian Region. Following is a summary of the free response information obtained from the SSF Questionnaires. It was very difficult to summarize the information for individual states. Therefore, only a general summary for the entire Region is given.

In general, the superintendents felt that there was a bright future for the employment of librarians and paraprofessionals in the Region. A large majority of the superintendents indicated that they were particularly interested in the employment of library paraprofessionals. Only one superintendent indicated a negative statement toward the use of paraprofessionals in the schools. The major drawback to expansion of library personnel in the Region appears to be the lack of state support under the Minimum Foundation for the employment of librarians and in particular the employment of paraprofessionals. The problem varies from state to state. For example, Tennessee provides monies under the Minimum Foundation(Tennessee State Board of Education, 1971) for the employment of school librarians, whereas in such states as Alabama, North Carolina and West Virginia, no monies are provided.

Library aides or paraprofessionals should not become substitutes for professional librarians. Most superintendents felt that the libraries should be under the direction of a certified librarian and that the employment of aides and paraprofessionals, without adequate supervision should be discouraged. However, it was noted that some school systems are using paraprofessionals or aides almost entirely to man elementary school libraries without the supervision of a

trained librarian. Paraprofessionals and aides should be able, with adequate supervision, to assume much of the clerical and housekeeping duties of the professional librarian.

Most superintendents indicated that it was difficult to anticipate their exact library personnel needs for the future. The general agreement was that the expectations will probably exceed the demand. The employment of additional personnel is largely dependent upon the available funds and the status of Federal programs. Therefore estimates of demand for non-professional personnel will probably vary by plus or minus 25 percent.

There appears to be a definite need for expansion of library technical education in the junior and senior colleges of the Region. A substantial number of superintendents indicated a need for more one and two year programs to train paraprofessionals. They also indicated a definite need for the expansion of in-service programs for those already employed in the library, and for the reeducation of supervisors, principals and librarians in the use of library paraprofessionals.

The superintendents as a whole indicated that they had had difficulty in finding certified librarians for the positions that they had open in the Fall, of 1971. In addition they indicated that they had had difficulty in finding the proper type individuals to fill the positions that were open for paraprofessionals. Particular emphasis was placed on the need for individuals at both the professional and paraprofessional level that were trained in the use of non-print media. Apparently there is a major shortage of individuals with this type training.

Several superintendents from rural areas indicated the need for additional traveling librarians and for those that could maintain a central media center in small school systems. They also indicated a need for additional funds for the establishment of centers that could serve a number of small isolated schools that could not afford financially to have a central building library.

A major concern voiced by a number of superintendents was over the definition and role of the library aide and paraprofessional. There appears to be considerable confusion on the part of the superintendents as to the exact training duties, etc., of the paraprofessional and how this is differentiated from the training and duties of the library aide. It should be pointed out that a definition of a library paraprofessional and library aide was provided for each superintendent. However, there appeared to be considerable confusion over the terms.

This section of the report has presented a brief summary of the responses made by superintendents to an open ended question that asked them to provide any additional information that they desired about the library personnel problems in their school systems. The free response information that was provided is in close agreement with the objective data given by the superintendents on the SSF. School superintendents favor the use of paraprofessionals in the school libraries and see a bright future for their employment in the Region. There is a need for formal paraprofessional training programs, additional monies for both professionals and paraprofessional employees and for the reeducation of all groups toward the use of nonprofessionals. There appeared to be considerable confusion over the definition of aides and paraprofessionals.

Library Supervisors

The results of this section are based on the information obtained from the SUF Questionnaire that was completed by Library Supervisors in the Southern Appalachian Region. School superintendents were asked, as part of their completion of the SSF Questionnaire to supply the name of their Library or Materials Supervisor. A total of 120 supervisors were identified in this manner, in the Region. There is obvious bias in obtaining the names of the individuals in this manner but there appeared to be no other way to obtain a complete up-to-date list of these individuals. The SUF was completed and returned by 115 individuals, representing a 95.8 percent return.

Objective Data

The majority of the questions contained in the SUF are of a free response nature. However, the supervisors were asked one definite question that bears directly upon the data presented in the previous sections. The supervisors were asked to suggest what they thought would be the ideal ratio of paraprofessionals to professional librarians and library aides to professional librarians. The most common ratio given was one paraprofessional and one aide per professional librarian(Table 35). Based on the projections contained in Tables 31, 32, and 33 this ratio will be approached by 1980.

Free Response Data

The supervisors were asked to respond to four questions related to the training, duties, advantages and disadvantages of paraprofessionals working in school libraries. The questions are of an open-ended nature(see Appendix for copy of SUF) and therefore difficult to categorize into definite areas.

Table 35
LIBRARY SUPERVISORS(N=115) OPINIONS RELATED TO THE RATIO OF PARAPROFESSIONALS AND LIBRARY AIDES TO PROFESSIONAL LIBRARIANS

Ratio of Paraprofessionals to Librarians	No.	%
No Response	44	38.3%
1 to 1	46	40.0%
2 to 1	11	9.6%
3 to 1	9	7.8%
4 to 1	2	1.7%
5 to 1	1	0.9%
6 to 1	2	1.7%
Ratio of Library Aides to Librarians		
No Response	39	33.9%
1 to 1	46	40.0%
2 to 1	20	17.4%
3 to 1	4	3.5%
4 to 1	5	4.3%
5 to 1	1	0.9%

Tables 36, 37, 38, and 39 present summaries of the data.

The major duties of the library paraprofessional, as perceived by the library supervisors, were categorized under 16 general headings. The general headings and the frequency of response by the library supervisors is presented in Table 36. Library supervisors perceived the major duty of library paraprofessionals as an individual who can provide help to students and teachers in the use of the library. This item was mentioned 56 times or by nearly half of the library supervisors responding to the SUF. Other major duties, in order of frequency of response, included: operation and maintenance of A-V equipment, maintenance of circulation desk, processing and cataloging of materials and a variety of clerical duties.

Library supervisors were asked to indicate what they thought should be the minimum training for library paraprofessionals. The supervisors were asked to indicate specific areas. However, most failed to comply adequately with this later request. Table 37 summarizes the ten major areas mentioned by the library supervisors and the frequency of response. Almost 60 percent of the supervisors perceived a background in library science as an essential element in the training of paraprofessionals. Clerical training was seen as essential by almost 50 percent of the group and over 25 percent felt that paraprofessionals should have some specific training in audio-visual aids. Almost 40 percent felt that some college work should be required of all paraprofessionals.

Table 38 presents a summary of the response given by the library supervisors to the question, "If you were advising a colleague, what would you say in favor of paraprofessional employees in the school library?" The most frequent response given to this question was, "The paraprofessional can relieve the professional of many nonprofessional duties." Library supervisors further felt that paraprofessionals were an important asset to professional library service in the schools.

Table 36
MAJOR DUTIES OF PARAPROFESSIONALS AS PERCEIVED BY LIBRARY SUPERVISORS(NUMBER OF TIMES MENTIONED BY LIBRARY SUPERVISORS)

	Duty*	Number
1.	Assist Students and Teachers in Library Usage	56
2.	Operation and Maintenance of A-V Equipment	27
3.	Maintenance of Circulation Desk	25
4.	Processing of Materials	22
5.	Cataloging of Materials	22
6.	Filing	21
7.	Assist Professional in All Duties	20
8.	Typing	16
9.	Storytelling	15
10.	Routine(nonprofessional) Duties	13
11.	Record Keeping	13
12.	General Clerical Duties	12
13.	Mending of Materials	12
14.	Shelving	12
15.	Preparation of Bibliographics	10
16.	General Housekeeping	9

*In addition the following was mentioned one or more times: Maintenance of clipping files, preparation of cataloging cards, reading to students, all duties of the professional, supervision of student assistants, accession(under supervision), ordering, planning displays, development of pamphlet files, acquisitions work, and reading guidance work.

Table 37
TRAINING NEEDED BY PARAPROFESSIONALS AS PERCEIVED BY LIBRARY SUPERVISORS(NUMBER OF TIMES MENTIONED BY LIBRARY SUPERVISORS)

	Needed Training*	Number
1.	Library Science Background	68
2.	Clerical Training	54
3.	Audio-Visual Training	28
4.	College Work-Required	26
5.	College Work-Preferred	15
6.	Human Relations Training	15
7.	Training in Child Development or Psychology	15
8.	Background in English and Literature	12
9.	Minimum of High School Diploma	10
10.	On-the-job or In-service Training	9

*In addition, the following was mentioned one or more times: Course work in science, public speaking and other special interest areas such as art and music.

Table 38
FREQUENCY OF RESPONSE GIVEN BY LIBRARY SUPERVISORS TO THE QUESTION, "IF YOU WERE ADVISING A COLLEAGUE, WHAT WOULD YOU SAY IN FAVOR OF PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?"

	Response	Frequency
1.	Release Professional From Nonprofessional Duties	29
2.	Important Aide to Professional Staff and Essential to Good Library Service	21
3.	Highly Recommendable and a Necessity to Program	6

The library supervisors were also asked to respond to the question, "What would you say against having paraprofessional employees in the school library?" The supervisors as a whole chose to mention problems in hiring paraprofessionals rather than definite negative comments against paraprofessionals in the school libraries. The responses to the question are summarized in Table 39. The most frequently mentioned item was to "guard against hiring paraprofessionals as professional employees." The supervisors further warned that paraprofessionals should be used only under adequate supervision and that there were problems in the lack of training that these individuals had completed.

In summary library paraprofessionals, as perceived by library supervisors are an asset to the school library program. The supervisors have very favorable attitudes toward paraprofessionals and are interested in the expansion of the program as evidenced by their comments.

Table 39
FREQUENCY OF RESPONSE GIVEN BY LIBRARY SUPERVISORS TO THE QUESTION, "WHAT WOULD YOU SAY AGAINST HAVING PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?"

	Responses	Frequency
1.	Guard Against Hiring Paraprofessional as a Professional Employee	12
2.	Paraprofessional Must Be Used Only Under Adequate Supervision of Professional	10
3.	Need for Additional Training Programs	7
4.	Use Careful Screening in Hiring Individual	4
5.	Total Program of Use of Paraprofessionals Needs Clarification	9

Summary

This Chapter has presented a summary of the data obtained by use of the SSF and SUF Questionnaires. These questionnaires were completed by school system superintendents and school system library or materials supervisors(central office staff). The SSF was completed by 89.5 percent of the school superintendents in the Southern Appalachian Region. Superintendents indicated that there were a total of 2,973 librarians serving a total school population of 2,700,000 students, as of the Fall of 1971. The employment of library paraprofessionals is widespread throughout the Region with 45 percent of the systems employing a total of 802 paraprofessionals. Superintendents felt that the most important considerations in the employment of paraprofessionals was clerical skills and successful experiences with children.

The superintendents were asked to respond favorably or unfavorably to a series of questions about library paraprofessionals. Over 58.3 percent indicated that they thought their respective state departments should encourage the employment of paraprofessionals, 53.0 percent felt that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian, 64.3 percent indicated that they felt a majority of their school board members accepted the idea of the use of paraprofessionals in the library and 56.0 percent favored a state salary schedule for library paraprofessionals. Only 18.9 percent of the school systems have developed criteria for the selection of paraprofessionals, 14.6 percent have prepared job descriptions for paraprofessionals working in school libraries and 12.3 percent have developed procedures for the evaluation of the utilization of paraprofessionals. Of paramount importance to the improvement of education is the number of existing vacancies for library personnel and projected growth for the future. It is estimated that in the Fall of 1971 there were 131 positions open for professional librarians. It was estimated by the superintendents that by 1980 there will be a need for 2,182 additional librarians and 3,100 additional paraprofessionals.

Library supervisors felt that a ratio of one paraprofessional to one professional librarian was adequate. Supervisors felt that the most important duty of the paraprofessional was in the assistance of students and teachers in the use of the school library. This duty was followed in importance by the operation and maintenance of A-V equipment, processing of materials and routine clerical duties. The supervisors perceived that the background of the paraprofessional should include some library science work and clerical training. They further see the paraprofessional as an asset to the school library and that the major drawback to the employment of individuals in this capacity is their lack of training.

Chapter V

Survey of Principals, Librarians and Paraprofessionals

Chapter V contains a summary of the results of the mail survey of principals, librarians and paraprofessionals that was made in the Southern Appalachian Region. The names of the schools that were contacted in this part of the survey were obtained from the superintendent of the respective school system through the SSF Questionnaire that was discussed in the previous chapter of this report. The remainder of this chapter is divided into three sections based on the individual(principal, librarian or paraprofessional) that completed the respective questionnaires.

Principal

The school superintendents were asked to indicate on the SSF one elementary and one high school in their systems that employed library paraprofessionals, and to provide the name and address of the school. A total of 118 elementary and 107 high schools were given as schools where paraprofessionals were employed. Because of incomplete address, or duplication(unified school 1-12) there was a total of 211 schools that could be contacted. A package of three questionnaires, the PAF, LBF, and PPF was mailed to each principal. The The principal was then asked to distribute the questionnaires to the appropriate individuals, ask each individual to complete the questionnaire and to return all three to the project. There are obvious limitations to this phase of the study. Superintendents may have given the name of their "prize" school or one that they thought would be most cooperative to the project. However, there was no other known way toidentify schools in which librarians and paraprofessionals were employed. As a result of this type of contact some very interesting results have been achieved. The remainder of this section will be devoted to a discussion of the results obtained with the PAF. A total of 211 PAF Questionnaires were sent out and 193(91.5 percent) were returned in usable form.

Objective Data

The survey revealed that there were 29 different grade organizational plans for the schools(i.e., K-5, 1-12, 6-8, 3-6, 5-8, etc.). Table 40 contains a general summary of the grade levels in the schools. For example, 86 schools(44.6 percent) contained grades K-6, 79 schools(40.9 percent) contained grades 7-12, and 14 schools(7.3 percent) contained

grades K-12. Fourteen principals failed to indicate the grades contained in their schools.

Table 40
GRADES CONTAINED IN SCHOOLS(N=193)

General Level of Grades	N	%
K - 6	86	44.6%
7 - 12	79	40.9%
K - 12	14	7.3%
No Response	14	7.3%

Table 41 contains an indicator of the size of the schools in terms of the number of teachers. For example, 7 schools (3.6 percent) contained from one to ten teachers, 47 schools (24.4 percent) contained 11-20 teachers, etc. Table 42 shows a summary of the size of the student body of these schools. Again, it will be noted that four schools(2.1 percent) contained less than 200 students and would be considered as small schools. At the other end of the continuum 12 schools(6.2 percent) contained in excess of 1,200 students. The median size of the schools in the Southern Appalachian Region according to this survey, was between 600 and 800 students. Seventy-five percent of the schools qualified for ESEA Title I funds(Table 43). The figures contained in Tables 41, 42 and 43 give some indicators of the size of the schools and the finanical situation in which these school systems are located.

Table 41
SIZE OF SCHOOLS(N=193) IN TERMS OF NUMBER OF TEACHERS

No. Teachers	N	%
1 - 10	7	3.6%
11 - 20	47	24.4%
21 - 30	50	25.9%
31 - 40	39	20.2%
41 - 50	21	10.9%
51 - 60	14	7.3%
61 - 70	4	2.1%
71 - 80	2	1.0%
> 80	4	2.1%
No Response	5	2.6%

Table 42
SIZE OF STUDENT BODY OF SCHOOLS(N=193)

Size	N	%
< 200	4	2.1%
200-400	32	16.6%
401-600	53	27.5%
601-800	40	20.7%
801-1,000	25	13.0%
1,001-1,200	27	14.0%
> 1,200	12	6.2%
No Response	0	00.0%

Table 43
NUMBER OF SCHOOLS QUALIFYING FOR ESEA TITLE I FUNDS(N=193)

	N	%
Yes	145	75.1%
No	35	18.1%
Uncertain	9	4.7%
No Response	4	2.1%

The major responsibility of 162(83.5 percent) of the responding individuals was principal of the school. A total of 27(14.0 percent) indicated that they are teaching principals(Table 44). It would appear that the large majority of the administrators in the schools served as principals and thus could devote their efforts toward administration of the school. The principals indicated that they employed a total of 162 full-time librarians and 28 parttime librarians(Table 45). It is interesting to note that 11 schools (5.7 percent) employed two librarians full-time and one school (0.5 percent) employed three librarians full-time. Table 46 contains a summary of the number of full-time and parttime paraprofessionals that were employed in the libraries. Four schools(2.0 percent) employed two or more paraprofessionals in their libraries on a full-time basis. A total of five schools(2.6 percent) employed two or more paraprofessionals on a parttime basis. A total of 90 paraprofessionals were employed in the schools. Table 47 contains a summary of the

number of full-time and parttime aides employed in the libraries in the schools. A total of 115 aides were employed on either a full or parttime basis in the schools in the Fall of 1971.

Table 44
MAJOR RESPONSIBILITY OF PRINCIPALS(N=193)

Responsibility	N	%
Principal	162	83.5%
Teaching Principal	27	14.0%
Other	3	1.6%
No Response	2	1.0%

Table 45
NUMBER OF FULL-TIME AND PARTTIME LIBRARIANS IN SCHOOLS(N=193)

	N	%
No. Full-Time Librarians		
0	37	19.2%
1	137	71.0%
2	11	5.7%
3	1	0.5%
No Response	7	3.6%
No. Parttime Librarians		
0	155	80.3%
1	28	14.5%
No Response	10	5.2%

Table 46
NUMBER OF FULL-TIME AND PARTTIME LIBRARY PARAPROFESSIONALS IN SCHOOLS(N=193)

	N	%
No. Full-Time Paraprofessionals		
0	126	65.3%
1	50	25.9%
2	2	1.0%
> 2	2	1.0%
No Response	13	6.7%
No. Parttime Paraprofessionals		
0	158	81.9%
1	19	9.8%
2	4	2.1%
> 2	1	0.5%
No Response	11	5.7%

Table 47
NUMBER OF FULL-TIME AND PARTTIME LIBRARY AIDES IN SCHOOLS(N=193)

	N	%
No. Full-Time Aides		
0	116	60.1%
1	58	30.1%
2	3	1.6%
> 2	2	1.0%
No Response	14	7.3%
No. Parttime Aides		
0	144	74.6%
1	27	14.0%
2	6	3.1%
> 2	2	1.0%
No Response	14	7.3%

The principals were asked to rate their experiences with library paraprofessionals and aides in terms of satisfactory, unsatisfactory or no experience. Table 48 contains a summary of these ratings. Over 46.6 percent of the principals indicated that they had satisfactory experiences with paraprofessionals, and only one individual rated his experiences with paraprofessionals as unsatisfactory. The principals rated their experience with aides as being highly satisfactory(69.9 percent). Again only one individual (0.5 percent) indicated unsatisfactory experiences with library aides. The principals were asked to indicate their attitudes(favorable, unfavorable or uncertain) toward paraprofessionals. Over 80.8 percent(156) indicated a favorable attitude toward the use of paraprofessionals in the library (Table 49). It is interesting to note that only 32(16.6 percent) of the principals indicated that their school had developed a job description for the library paraprofessional, and an even smaller percentage(14.5 percent) indicated that their school had developed evaluation procedures for library paraprofessionals.

Table 48
PRINCIPALS(N=193) RATINGS OF EXPERIENCES WITH LIBRARY PARAPROFESSIONALS AND AIDES

Ratings	N	%
Paraprofessionals		
Satisfactory	90	46.6%
Unsatisfactory	1	0.5%
No Experience	78	40.4%
No Response	24	12.4%
Aides		
Satisfactory	135	69.9%
Unsatisfactory	1	0.5%
No Experience	43	22.3%
No Response	14	7.3%

The principals were asked to indicate how many additional library paraprofessionals and aides they would like to see employed in their school. A total of 104 principals(53.9 percent) indicated that they would like to have one additional paraprofessional, 31(16.1 percent) indicated that they would like to have two additional paraprofessionals, etc. A total of 55 principals(44.0 percent) indicated that they would like to have an additional library aide, 26(13.5 percent) indicated that they would like to have two additional aides, etc. This data is summarized in Table 50.

Table 49
PRINCIPALS(N=193) ATTITUDES TOWARD USE
OF LIBRARY PARAPROFESSIONALS

Attitude	N	%
Favorable	156	80.8%
Unfavorable	3	1.6%
Uncertain	20	10.4%
No Response	14	7.3%

Table 50
NUMBER OF ADDITIONAL LIBRARY PARAPROFESSIONALS AND LIBRARY
AIDES(N=193)

No. Additional Personnel	N	%
Paraprofessionals		
0	28	14.5%
1	104	53.9%
2	31	16.1%
3	5	2.6%
4	1	0.5%
No Response	24	12.4%
Aides		
0	52	26.9%
1	85	44.0%
2	26	13.5%
3	2	1.0%
4	2	1.0%
No Response	26	13.5%

The data was divided into two parts based on level, i.e., primarily secondary or elementary school. A reanalysis of the data showed little or no difference between the two levels of schools. Therefore this data has been omitted from this report.

Free Response Data

The principals were asked to respond to four open-ended type questions in order to solicitate additional information about their feelings and ideas toward the use of paraprofessionals in the school library. This section summarizes the results obtained from these four questions. It should be noted that the questions have been summarized and categorized into a manner that the staff of the project felt would provide the most information. In almost all cases the principals chose to list several answers to each question. Therefore, the number of total responses given to any one question may exceed the total number of principals who completed and returned the PAF Questionnaire.

The principals were asked to list what they thought should be the major duties of the paraprofessionals in the school libraries. Table 51 summarizes the responses of the principals. Principals felt that paraprofessionals should assist children and teachers in the use of the school library, assist in the circulation of materials, perform general library duties and other clerical tasks. As a whole there was a lack of response to this question probably due to the lack of knowledge on the part of the principals of the duties of the paraprofessionals.

In contrast to the lack of response of the principals to list the duties of the paraprofessionals in the libraries, a number indicated the educational level or qualifications that they perceived in a paraprofessional. Almost half of the principals indicated that the paraprofessional should at least be a high school graduate and about 25 percent indicated that he should have completed some college work. Principal qualifications included: typing skills, understanding and experiences with children, strong love for reading and knowledge of books, and a knowledge of general office procedures. Table 52 shows a summary of the results of the administration of this question.

Table 51
DUTIES OF THE PARAPROFESSIONAL AS PERCEIVED BY SCHOOL PRINCIPALS
(NUMBER OF TIMES DUTY MENTIONED)

	Duty*	Number
1.	Assisting Children and Teachers in the Use of the School Library	18
2.	Circulation of Materials	13
3.	General Library Duties	12
4.	Maintenance and Use of A-V Equipment	10
5.	Typing	9
6.	Processing of Books and Materials	9
7.	Filing	8
8.	Clerical Work	6
9.	Repair of Books and Materials	6

*Other items mentioned one or more times included : publicity, maintenance of magazine and newspaper files, book selection, ordering, all phases of library work, accession work, reference work, inventory work, and general office work.

Table 52
MINIMUM QUALIFICATIONS OF PARAPROFESSIONALS AS PERCEIVED BY PRINCIPALS(NUMBER OF TIMES QUALIFICATIONS MENTIONED)

	Qualifications*	Number
1.	High School Graduation	87
2.	Typing Skills	54
3.	Understanding and Experience with Children	35
4.	Some Work Past High School-College or Vocational Training	35
5.	Strong Love for Reading and Knowledge of Books	31
6.	Energetic and Cheerful	27
7.	Knowledge of Library Procedures	24
8.	Filing Ability	16
9.	Desire to Work Hard and Learn	11
10.	Ability to Follow Instructions	9

*Other qualifications mentioned one or more times included: ability to keep records, experience in general office work, experience in processing books, ability to operate and maintain A-V equipment, knowledge of classification systems, imagination, ability to handle children and ability to manage work.

Principals were asked to indicate how they would advise a colleague about library paraprofessionals. Tables 53 and 54 summarize the responses given by the principals to the questions. Principals favored paraprofessionals because they could aid in the nonprofessionals duties of the librarian and they are essential to the operation of modern media centers. A total of 80 principals chose to respond to the question "What would you say against having paraprofessional employees in the school library?" Forty-seven principals responded with the word "nothing," thus indicating their approval of the use of paraprofessionals. The other responses to the question were largely warnings to others with regard to the hiring and use of paraprofessionals.

In summary, principals have a very favorable impression of the use of paraprofessionals in the school libraries. There were few if any negative comments toward the use of this type individual in the library. It appeared that principals are somewhat confused over the terms paraprofessional and aide, as was evident in other phases of this study. Based on the data presented it appeared that principals are in favor of additional paraprofessionals in the libraries who have received some training past high school, have had successful experiences with children, and have some knowledge of general office practices.

Table 53
PRINCIPALS RESPONSES TO THE QUESTION, "IF YOU WERE ADVISING A COLLEAGUE, WHAT WOULD YOU SAY IN FAVOR OF PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?" (NUMBER OF TIMES EACH RESPONSE MENTIONED)

	Responses*	Number
1.	Aid in Time-Consuming Task of Professional Can Assume Nonprofessional Duties of Professional	31
2.	Great Advantage and Asset for Modern Library and Media Center	21
3.	Support Their Use in the School Library	15
4.	Essential in Today's Media Center	8
5.	Recommend Highly for School Library	6

*Other responses mentioned one or more times included: great need for paraprofessionals in the school libraries, very effective, helps provide additional personnel in library, and in many cases as good as some professionals.

Table 54

PRINCIPALS RESPONSES TO THE QUESTION "WHAT WOULD YOU SAY AGAINST HAVING PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?" (NUMBER OF TIMES EACH RESPONSE MENTIONED)

	Response*	Number
1.	Nothing	47
2.	Careful Screening Needs to be in Effect	9
3.	Should Not be Used to Replace Professional	7
4.	Lack of Training for Paraprofessionals	3
5.	Paraprofessionals Should be Used Only Under Supervision of Professional	3

*Other Responses mentioned one or more times included: greater need in the classroom than library for paraprofessionals, not fully qualified, no training in working with children, need better job descriptions for paraprofessionals.

School Librarian

A total of 212 LBF Questionnaires were sent out to librarians and 195(92.0 percent) were returned. It should be noted, however, that 16 questionnaires were returned blank. Therefore, the figures presented in this section are based on the usable return of 179 questionnaires. The large majority of the blank questionnaires were returned by the principal indicating that no librarian was employed in the school.

Objective Data

Table 55 contains a breakdown by sex of the 179 librarians. As has been found in other phases of the study only a small minority(3.4 percent) of the librarians are male. Table 56 shows a summary of the age of the librarians. It should be noted that 56(31.3 percent) are over the age of 50. The librarians were asked to indicate their major responsibility. Table 57 contains a summary of this data and shows that 156(87.2 percent) of the individuals indicated that their major responsibility was as a librarian. Only 15(8.4 percent) indicated that they were teacher-librarians. Table 58 contains a summary of the academic preparation of the librarians.

A total of 110 individuals(61.5 percent) indicated that they had completed the Bachelor's Degree. Fifty(27.9 percent) had completed the Master's and 15 individuals(8.4 percent) had completed work beyond the Master's Degree. A total of 148(82.7 percent) of the individuals were certified as librarians in their respective states(Table 59). Table 60 contains a summary of the number of quarter hours in library science completed by the librarians. The median number of quarter hours of college work completed in library science and media was between 31 and 40 quarter hours.

Table 55
SEX OF LIBRARIANS(N=179)

Sex	N	%
Male	6	3.4%
Female	173	96.6%
Total	179	

Table 56
SUMMARY OF THE AGES OF THE LIBRARIANS(N=179)

Age	N	%
< 25	21	11.7%
26 - 30	19	10.6%
31 - 40	33	18.4%
41 - 50	50	27.9%
> 50	56	31.3%

Table 57
MAJOR RESPONSIBILITY OF LIBRARIANS(N=179)

Responsibility	N	%
Librarians	156	87.2%
Teacher-Librarians	15	8.4%
Other	3	1.7%
No Response	5	2.8%

Table 58
ACADEMIC PREPARATION OF LIBRARIANS(N=179)

Level	N	%
Less Than Bachelor's Degree	0	0.0%
Bachelor's Degree	110	61.5%
Master's Degree	50	27.9%
Master's Degree Plus One Year	15	8.4%
Master's Degree Plus Two Years	0	0.0%
No Response	4	2.2%

Table 59
NUMBER OF LIBRARIANS THAT ARE CERTIFIED(N=179)

Certified	N	%
Yes	148	82.7%
No	27	15.1%
No Response	4	2.2%

Table 60
NUMBER OF QUARTER HOURS OF LIBRARY SCIENCE AND MEDIA COMPLETED AT THE COLLEGE LFVEL BY LIBRARIANS(N=179)

No. Hours	N	%
0	10	5.6%
1 - 10	5	2.8%
11 - 20	20	11.2%
21 - 30	36	20.1%
31 - 40	39	21.8%
41 - 50	24	13.4%
> 50	21	11.7%
No Response	24	13.4%

A total of 65 librarians(36.3 percent) indicated that they had worked with a paraprofessional and 141(78.8 percent) indicated that they had had experience with library aides. Table 61 contains a summary of this data. The librarians were asked to rate their experiences with paraprofessionals(Table 62). Only three librarians(1.7 percent) indicated that they had had unsatisfactory experiences with paraprofessionals. The librarians were asked to indicate if they had had any special training in working with paraprofessionals. Only 19 individuals(10.6 percent) have had special training in working with paraprofessionals.

The librarians were asked their opinions relative to the ratio of paraprofessionals to professional librarians and the ratio of library aides to professional librarians. These data are summarized in Tables 63 and 64. The majority of the librarians felt that a ratio of one paraprofessional per librarian and one library aide per librarian was satisfactory. A small majority indicated a ratio of two to one for each of these groups.

Free Response Data

The librarians were asked to respond to six open ended type questions in order to solicitate additional information about their feelings and ideas toward the use of paraprofessionals in the school library. This section summarizes the results obtained from these six questions. It should be noted that the questions have been summarized and categorized into a manner that the staff of the project felt would provide the most information for the reader. In almost all

cases, the librarians chose to list several answers to each question. Therefore, the number of total responses given to any one question may exceed the total number of librarians who completed and returned the LBF Questionnaire.

Table 61
NUMBER OF LIBRARIANS(N=179) WHO HAVE WORKED WITH LIBRARY PARAPROFESSIONALS AND LIBRARY AIDES

	N	%
Library Paraprofessionals		
Yes	65	36.3%
No	114	63.7%
Library Aides		
Yes	141	78.8%
No	38	21.2%

Table 62
LIBRARIANS(N=179) RATINGS OF EXPERIENCES WITH PARAPROFESSIONALS

Rating	N	%
Satisfactory	43	24.0%
Unsatisfactory	3	1.7%
Uncertain	22	12.3%
No Response	111	62.0%

Table 63
LIBRARIANS(N=179) OPINIONS RELATIVE TO THE RATING OF PARA-PROFESSIONALS TO PROFESSIONAL LIBRARIANS

Ratio	N	%
0 to 1	13	7.3%
1 to 1	112	62.6%
2 to 1	27	15.1%
3 to 1	5	2.8%
More Than 3 to 1	7	3.9%
No Response	15	8.4%

Table 64
LIBRARIANS(N=179) OPINIONS RELATIVE TO THE RATIO OF LIBRARY AIDES TO PROFESSIONAL LIBRARIANS

Ratio	N	%
0 to 1	6	3.4%
1 to 1	104	58.1%
2 to 1	41	22.9%
3 to 1	3	1.7%
More than 3 to 1	14	7.8%
No Response	11	6.1%

The librarians were asked to list what they perceived to be the major duties of the library paraprofessional. Table 65 presents a summary of the responses given by the librarians. A large majority perceived the assistance of students and teachers in the use of the library, processing of library materials, and the operation and maintenance of A-V equipment as the principal duties of the paraprofessional. Of lesser importance the librarians felt that the paraprofessional should be involved in general office work, circulation, cataloging, preparation of orders, and other library operations. In order to perform their duties, librarians felt that paraprofessionals should be able to type, have completed some formal training in library science, understand and have had successful experiences with children and if possible should have completed

one or two years of college. Table 66 summarizes the minimum academic preparation and/or skills of the paraprofessional as perceived by school librarians.

The librarians were asked, "If you were advising a colleague, what would you say in favor of paraprofessional employees in the school library?" The majority felt that the paraprofessional could relieve the professional of nonprofessional duties and that they were essential to the operation of a modern school library. Table 67 shows a summary of this data. Table 68 shows a summary of the data obtained from the question, "What would you say against having a paraprofessional employee in the school library?" Almost half of the librarians answered with one word, "nothing." The major drawbacks to library paraprofessionals appeared to be their lack of training and the fact that they must be closely supervised.

The librarians were asked two questions related to library aides. Table 69 shows a summary of the duties of aides as perceived by school librarians. The majority of the librarians saw library aides in a lesser position than paraprofessionals. The librarians felt that the principal duties of aides should be confined to housekeeping duties and clerical work. Emphasis was placed on circulation, typing, filing and general office work. Librarians stated the minimum skills and academic preparation of the aide(Table 70) as being a high school graduate with some training in clerical and typing skills.

In summary, a large majority of the librarians are females with 50 percent being over 40 years of age. Their major responsibility is that of school librarian, almost one-third have completed a Master's degree or higher, and over 80 percent are certified. Only 36.3 percent have had experience in working with paraprofessionals, with the majority rating their experiences as satisfactory. Librarians stated that there should be at least one paraprofessional and one aide per professional staff member. It appeared that the librarians understand the difference between library paraprofessionals and aides better than superintendents, supervisors and principals. Librarians perceived the paraprofessional as an individual that could assume many of the nonprofessional and some of the professional duties of the librarian and that the paraprofessional should have completed some formal work in library science at either the college or vocational level. Aides were seen as individuals who could perform routine housekeeping and clerical tasks and who should possess some knowledge of general office and clerical procedures.

Table 65

MAJOR DUTIES OF THE PARAPROFESSIONAL AS PERCEIVED BY THE SCHOOL LIBRARIAN(NUMBER OF TIMES A DUTY WAS MENTIONED)

	Duty*	Number
1.	Assist Students and Teachers in Use of Library	64
2.	Operation and Maintenance of A-V equipment	45
3.	Processing of Library Materials	43
4.	Typing	34
5.	Circulation	34
6.	Clerical Work	29
7.	Filing	28
8.	Cataloging	27
9.	Preparation of Orders	20
10.	Storytelling	14
11.	Reference Work	13
12.	Preparation of Bulletin Boards and Displays	12
13.	Preparation of Bibliographies	11
14.	Gathering of Materials for Classroom Use	11
15.	Teaching Formal Library Lessons for Children	10
16.	General Housekeeping	9

*Other duties mentioned one or more times included: supervision of student assistants, selection of materials, general library duties, accession work, inventory, shelving, record keeping, preparation of general information files, all duties of the professional, acquisition work and maintenance of magazine and newspaper files.

Table 66

MINIMUM ACADEMIC PREPARATION AND/OR SKILLS OF THE PARAPROFESSONAL AS PERCEIVED BY SCHOOL LIBRARIANS(NUMBER OF TIMES PREPARATION OR SKILL MENTIONED)

	Skill or Preparation*	Number
1.	Typing	81
2.	Library Science Courses or Training	53
3.	Understanding and Experiences With Young People	37
4.	College Work(At Least Two Years)	33
5.	College Work(At Least One Year)	29
6.	Filing	26
7.	High School Graduation	24
8.	Training and Skill in Use of A-V Equipment	24
9.	Avid Reader	21
10.	Some Knowledge of Library Procedures and Policies	19
11.	Training in Use of Classification Systems	15
12.	Some Knowledge of Cataloging	12
13.	Clerical Training and Skill	11
14.	Artistic Ability	8
15.	Storytelling Skills	7

*Other items mentioned one or more times included: skill in preparation of bibliographies, skills in reviewing of books and materials, training in the preparation of bulletin boards and other displays, skill in book repair, shorthand, and ability to assist students in use of the library.

Table 67

SCHOOL LIBRARIANS RESPONSES TO THE QUESTION, "IF YOU WERE ADVISING A COLLEAGUE, WHAT WOULD YOU SAY IN FAVOR OF PARA-PROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?" (NUMBER OF TIMES EACH RESPONSE MENTIONED)

	Response*	Number
1.	Relieve Library Professionals of Nonprofessional Duties	38
2.	Very Useful for Operating the Library	31
3.	Professionals Should Support the Use of Paraprofessionals in the School Library	29
4.	Highly Recommend Use of Paraprofessionals in the School Library	22
5.	Essential for the Operation of an Efficient School Library	8
6.	Paraprofessionals Help Improve Library Services	6

*Other responses mentioned one or more times included: valuable asset to teachers and students, low cost, and a must for a modern media center.

Table 68

SCHOOL LIBRARIANS RESPONSES TO THE QUESTION, "WHAT WOULD YOU SAY AGAINST HAVING PARAPROFESSIONAL EMPLOYEES IN THE SCHOOL LIBRARY?" (NUMBER OF TIMES EACH RESPONSE MENTIONED)

	Response*	Number
1.	Nothing	48
2.	Lack of Training for Paraprofessional	14
3.	Must Be Close Working Relationship With Professional	8
4.	Must Screen Paraprofessional Closely for Background, Personality, etc. Closer Screening Than with the Employment of a Professional	6
5.	Don't Hire Just to Hire-Have Need	5
6.	Cannot and Should Not Replace Professional	5

*Other items mentioned one or more times included: employment not stable, low salaries, and restricted in duties that he can perform.

Table 69
MAJOR DUTIES OF LIBRARY AIDES AS PERCEIVED BY SCHOOL LIBRARIANS
(NUMBER OF TIMES A DUTY WAS MENTIONED)

	Duty*	Number
1.	Shelving of Books and Materials	90
2.	Circulation	73
3.	Typing	67
4.	Filing	55
5.	General Housekeeping	46
6.	General Clerical Duties	42
7.	Repair of Books	37
8.	Processing of Books and Materials	34
9.	Repair of A-V Materials	26
10.	Preparation of Bulletin Boards and Displays	20
11.	Assist Students in the Use of the Library	18
12.	General Library Duties	17
13.	Filing of Magazines and Newspapers	13
14.	Cataloging	12
15.	Record Keeping	7

*Other duties mentioned one or more times included: production of A-V materials, assisting teachers in use of the library, supervision of student assistants, accession work, reading to students, reference work, and preparation of orders.

Table 70
MINIMUM ACADEMIC PREPARATION AND/OR SKILLS OF THE LIBRARY AIDE AS PERCEIVED BY SCHOOL LIBRARIANS(NUMBER OF TIMES PREPARATION OR SKILL MENTIONED)

	Skill or Preparation*	Number
1.	High School Graduate	96
2.	Typing	89
3.	Filing	30
4.	Understanding and Experience With Children	15
5.	Ability to Follow Instructions	13
6.	Knowledge of General Library Procedures	12
7.	Clerical Training	12
8.	Training in the Use and Repair of A-V Materials and Equipment	6

*Other skills and/or level of academic preparation mentioned at least one or more times included: high school graduate plus some college, ability to work with people, knowledge of cataloging and circulation, ability to communicate, knowledge of classification systems, ability to cooperate with other individuals in the library and school.

Library Paraprofessionals

A total of 211 PPF Questionnaires were sent out and 182 (86.3 percent) were returned. However, 83 questionnaires were returned blank indicating that many of the superintendents of the Region are unaware of where paraprofessionals are employed in their school libraries. Therefore, the data in this section is based on a return of 99 completed questionnaires. After complete analysis of data and in particular the information contained in the free response portion of the questionnaire, it was decided to develop an additional questionnaire for the paraprofessional. This second paraprofessional questionnaire, the Library Personnel Inventory-Paraprofessional Followup Form(PFF) was sent to the 99 individuals who had completed the PPF. This data is summarized in the free response section of this part of the report.

Objective Data

Table 71 contains a summary of the sex of the paraprofessionals. Only one individual(1.0 percent) was a male. Table 72 shows a summary of the level of academic preparation of the paraprofessionals. About 68.7 percent of the individuals had completed less than two years of college. Only eight individuals(3.1 percent) indicated that they completed the Bachelor's degree or higher. Table 73 contains a summary of the age of the paraprofessionals. The median age is in the range of 31 to 40 years. A total of 19 individuals (14.7 percent) indicated that they had completed one or more quarter hours of college credit in library science or media. Table 74 contains a summary of this data. Table 75 shows a summary of the length of service of the individuals as library paraprofessionals. The mean length of service was about 2.9 years.

Table 71
SEX OF PARAPROFESSIONALS(N=99)

Sex	N	%
Male	1	1.0%
Female	98	99.0%
Total	99	

Table 72
LEVEL OF ACADEMIC PREPARATION OF PARAPROFESSIONALS(N=99)

Level	N	%
Some High School	1	1.0%
High School Graduate	29	29.3%
Two years or less of College	38	38.4%
More than Two Years of College	23	23.2%
Bachelor's Degree	6	1.1%
Post Bachelor's Degree Work	2	2.0%

Table 73
AGE OF PARAPROFESSIONALS(N=99)

Age	N	%
< 26	18	18.2%
26 - 30	12	12.1%
31 - 40	26	26.3%
41 - 50	32	32.3%
> 50	11	11.1%

Table 74
NUMBER OF QUARTER HOURS OF COLLEGE CREDIT IN LIBRARY SCIENCE OR MEDIA FOR PARAPROFESSIONALS(N=99)

No. Hours	N	%
0	78	78.8%
1 - 5	8	8.1%
6 -10	6	6.1%
11 -15	4	4.0%
> 15	1	1.0%
No Response	2	2.0%

Table 75
LENGTH OF SERVICE AS A LIBRARY PARAPROFESSIONAL(N=99)

No. Years(Including 1971-72)	N	%
1	28	28.3%
2	19	19.2%
3	11	11.1%
4	9	9.1%
5	10	10.1%
6	11	11.1%
>6	2	2.0%
No Response	9	9.1%

Free Response Data

The questionnaire completed by the paraprofessionals contained (PPF Questionnaire) four questions of a free response nature. This section summarizes the results from these four questions. Table 76 summarizes the results of the question, "Briefly describe any special training that you have had for your position." (It will be noted that the totals sum up to more than 99). Some paraprofessionals indicated that they had received on-the-job training under a librarian or library supervisor, and one-third indicated that they had received formal training through college courses or special training programs. The remaining one-third had received training through a variety of sources such as educational television, special workshops and in-service training, and volunteer library work. It was interesting to note that only one individual indicated that he was a graduate of a two year Library Technical Assistant Program.

The paraprofessionals were asked three additional questions. The first question asked the paraprofessionals to list their principal duties and the percentage of time devoted to each. The second and third questions asked respectively the paraprofessionals to list the greatest advantage and disadvantage to their present position. A wide variety of answers were received to these questions. The responses to the questions were analyzed and a second questionnaire for the paraprofessionals was developed. The Library Personnel Inventory-Paraprofessional Followup Form(PFF) contained three questions and was sent to the 99 individuals who completed the PPF. A total of 87 individuals(87.8 percent) responded to the questionnaire.

Table 76
TRAINING RECEIVED BY PARAPROFESSIONALS(NUMBER OF TIMES MENTIONED)

	Type Training*	Number
1.	On-the-job training Under Librarian or Supervisor	28
2.	Formal Library Training in College or Special Training Program	30
3.	Workshops or In-Service Training	23
4.	Clerical Training	15
5.	Practical Experience	14
6.	Audio-Visual Training	4

*Others mentioned one or more times included: Experience working in a library while in high school, educational television, volunteer library work, and substitute work in the school library.

The first question of the PFF consisted of 14 duties that were listed with the greatest frequency on the PPF. The paraprofessionals were asked to indicate the approximate percentage of their time that they spent performing each duty. Table 77 shows a summary of the mean responses given by the individuals to this question. In summary the paraprofessionals spend about 14.5 percent of their time typing, 13.2 percent assisting students in the use of the library, 10.6 percent in processing of books and other materials, 10.0 percent housekeeping(shelving books, etc.) and the remaining 51.7 percent of their time in a variety of other tasks.

The second and third questions on the questionnaire asked the individuals to rate, on a scale of 5 to 1, the greatest advantage and disadvantage to their present position. The advantages and disadvantages were the five most commonly mentioned on the PPF. The mean ratings given by the paraprofessionals to the greatest advantage to their position appear in Table 78. Paraprofessionals saw working with children and their ability to aide in the educational process as the greatest advantages to their position. In contrast they perceived low salary, too many duties for one individual and limited time allotment for assigned duties as the greatest disadvantages to their position(Table 79).

In summary the majority of the library paraprofessionals are female with over 70 percent having completed some college, are under the age of 40 and have worked a mean of 2.9 years in their present position. The majority of their library training has been through on-the-job instruction by librarians and library supervisors. They devote about 50 percent of their time to typing, assisting students, processing materials and in general library housekeeping. They perceived experiences with children as the greatest advantage to their position and low salary as the greatest disadvantage.

Summary

Chapter V has presented a summary of the results of the mail survey of principals, librarians, and paraprofessionals that was made in the Southern Appalachian Region. The primary purposes of these questionnaires were to solicitate information about the schools, principals and librarians opinions about paraprofessionals in the school libraries; and specific information about the duties and training of paraprofessionals.

Table 77
MEAN PERCENT OF TIME DEVOTED BY PARAPROFESSIONALS TO VARIOUS ACTIVITIES IN THE SCHOOL LIBRARY(N=87)

	Activity	$\bar{X}$ Percent Time Devoted to Activity
1.	Typing	14.5%
2.	Assisting Students in Use of Library	13.2%
3.	Processing of Books and Other Materials	10.6%
4.	Housekeeping-Shelving of Books, etc.	10.0%
5.	Cataloging of Library Materials	6.6%
6.	Filing of Library Materials	6.6%
7.	Circulation Routines	6.5%
8.	Working with A-V Equipment	5.1%
9.	Preparation of Orders	4.5%
10.	Assisting Teachers in Use of Library	4.5%
11.	Repair of Books and A-V Materials	4.0%
12.	Preparation of A-V Materials	3.7%
13.	General Clerical Work Not Defined Above	3.4%
14.	Other Activities Not Included Above	7.0%

Table 78
MEAN RATING GIVEN BY LIBRARY PARAPROFESSIONAL TO THE GREATEST ADVANTAGE TO THEIR POSITION(N=83)*

	Advantage	$\bar{X}$ Rating
1.	Experience of Working With Students	2.9%
2.	Ability to Aid in the Educational Process	2.7%
3.	Good Experience for Further Education	1.7%
4.	Opportunity to Work With Books	1.5%
5.	Convenient Hours	1.5%

*Ratings: 5 = Greatest Advantage, 4 = Next Greatest Advantage, etc.

Table 79
MEAN RATING GIVEN BY LIBRARY PARAPROFESSIONALS TO THE GREATEST DISADVANTAGE TO THEIR POSITION(N=83)*

	Disadvantage	$\bar{X}$ Rating
1.	Low Salary	2.6%
2.	Too Many Duties For One Individual	2.3%
3.	Limited Time Allotment for Assigned Duties	2.1%
4.	Lack of Materials and/or Space to Work	1.8%
5.	Lack of Sufficient Training	1.1%

*Ratings : 5 = Greatest Disadvantage, 4 = Next Greatest Disadvantage, etc.

Principals have a very favorable impression of the use of paraprofessionals in the school libraries. There were few negative comments toward the use of this type individual in the library. It appeared that principals are somewhat confused over the terms paraprofessional and aides. Based on the data presented, it appeared that principals are in favor of additional paraprofessionals in the libraries. Librarians are also impressed with the use of paraprofessionals in the school libraries. As in the case of the principals, few librarians gave negative criticism toward the use of paraprofessionals in the library. Librarians perceived the paraprofessional as an individual that could assume many of the nonprofessional duties of the librarian. Library aides were seen, by the librarians, as individuals who could perform routine clerical and housekeeping tasks. Principals and librarians, favored paraprofessionals who had completed some training beyond high school.

Paraprofessionals perform a variety of duties in the school libraries, with almost 50 percent of their time devoted to working with students, typing, general housekeeping, and in the processing of materials. They saw the greatest advantage to their job as being experiences with children and the greatest disadvantage as being low salary.

Chapter VI

Interviews With Principals, Librarians and Paraprofessionals

As a method of further validating the data compiled from the mail survey of school personnel, a series of structured interviews was conducted throughout the Southern Appalachian Region. A sample of 62 schools was chosen in such a manner that all parts of the Region were represented(Interviews were conducted in all states of the Region with the exception of Mississippi and South Carolina. Exclusion of these states was necessary due to the small number of schools employing paraprofessionals and time and budget limitations).

A pilot study of the interview instruments(Principal Interview Questions, Librarian Interview Questions, and Paraprofessional Interview Questions, see Appendix) was conducted on January 31, 1972, in three Tennessee schools. These instruments consisted of questions designed for use with school principals, librarians, and library paraprofessionals or aides. The questions were designed with a structured format, however some flexibility was built into each, in order that they could be used in an informal-type interview situation. Analysis of the data from the pilot study indicated that the needed information was being collected. The sample of schools from the Region was chosen and dates for the interviews were scheduled between February 11, 1972, and May 2, 1972. Information from the pilot interviews was incorporated with the data obtained from the larger sample of schools.

There are several factors which should be considered in reading this chapter. In some cases the individuals who were interviewed had more than one opinion or answer for certain questions. Therefore, the number of responses for a given question may exceed the number of persons who responded to each question. There was a varying degree of understanding of the term library aide and paraprofessional. Principals and librarians, received as a part of the mail survey, a definition of the terms library aide and library paraprofessional and the respective roles of the individuals. However, upon actualizing the series of interviews, it was found that a great deal of confusion exists among personnel in the school systems of the Southern Appalachian Region as to the exact nature of the duties, training and responsibilities of library aides and library paraprofessionals. A portion of those interviewed professed no experience with paraprofessional staff and little or no understanding of their status, role or duties within the school library. The interviews revealed that the majority of those individuals who had been

classified by superintendents and principals as paraprofessionals were in reality library aides(see definitions presented in Chapter I). Therefore, throughout the remainder of the chapter the term "aide/paraprofessional" refers to the individuals interviewed in this phase of the study who were originally thought to be paraprofessionals. All questions asked of principals, librarians and aides/paraprofessionals are not included in the tables or accompanying analyses. Only those showing significance to the main objectives of the project were made a part of the discussion.

The remainder of this chapter is devoted to the analysis of the data collected during the interviews and is divided into three sections covering each of the three types of personnel interviewed. Data in each section is presented for the total Southern Appalachian Region, since there were no major differences noted between the various states.

Principals

A total of 55 principals in the schools of the Southern Appalachian Region were interviewed during the Winter and early Spring of 1972. These principals represented a wide variety of elementary and secondary schools located in all states of the Region with the exception of Mississippi and South Carolina. The principals were interviewed using the Principal Interview Questions(see Appendix). The remainder of this section is concerned with results of these structured interviews.

Table 80 shows a comparison of the responses of principals, librarians and aides/paraprofessionals to the question, "What do you feel is the status of the aide/paraprofessional in comparison to other staff members?" About 34.5 percent of the principals interviewed saw aides/paraprofessionals as equal to other staff members. However, the varied responses of the principals showed that the major percent viewed this type of personnel in lower status positions ranging from a qualified response of almost equal to other staff, to a noncommittal answer of well accepted. It is interesting to note, that although opinions varied, the overall attitude regarding the aide/paraprofessional was good and administrators have accepted the aide/paraprofessional concept. Further observations concerning the responses of librarians and aides/paraprofessionals to this question will be discussed in later sections of this chapter.

Table 81 summarizes principals perceptions regarding the responsibilities of aides/paraprofessionals in the library as well as the opinions of aides/paraprofessionals. Principals saw the major duties of aides/paraprofessionals in the area of clerical responsibilities(36.4 percent). Similarly

other prevalent duties included: circulation(29.1 percent), a general category of routine duties(14.5 percent), and bookkeeping(3.6 percent). However, careful note must also be made of the somewhat high percent response in the category of assist student(29.1 percent), the one individual who sees instruction as a responsibility of aides/paraprofessionals and the noncommittal category of assist professionals(7.3 percent). The responsibilities of aides/paraprofessionals, as perceived by principals varied widely, with definite groupings in the clerical categories. Widely differing personnel and experiences throughout the region undoubtedly have much to do with the findings presented in this table.

Table 80

PRINCIPALS, LIBRARIANS, AND AIDES/PARAPROFESSIONALS RESPONSES TO THE QUESTION, "WHAT DO YOU FEEL IS THE STATUS OF THE AIDE/PARAPROFESSIONAL IN COMPARISON TO OTHER STAFF MEMBERS?"

Status	Principal		Librarian		Aide/ Paraprofessional	
	N	%	N	%	N	%
Equal to other staff	19	34.5%	18	36.0%	6	27.3%
Supportive, Secondary position	12	21.8%	8	16.0%	3	13.6%
Almost equal to other staff	6	10.9%	0	0.0%	0	0.0%
Well accepted	8	14.5%	9	18.0%	10	45.4%
Same as teacher aide	7	12.7%	5	10.0%	1	4.5%
Depends on person	1	1.8%	0	0.0%	0	0.0%
Not Applicable	0	0.0%	2	4.0%	0	0.0%
Uncertain	0	0.0%	0	0.0%	1	4.5%
No Response	2	3.6%	7	14.0%	0	0.0%

Table 82 shows responses given by principals, librarians, and aides/paraprofessionals to the question, "What suggestions would you make for changing the existing program and/or expanding the existing program?" The majority of the principals(20.0 percent) indicated that more training was desirable for the aides/paraprofessionals presently employed, and 7.3 percent indicated a need for additional personnel in the existing programs. It is interesting to note the individual response of one principal who indicated a desire for "no political selection of personnel." Comments throughout the school systems hinted of political maneuvers in the selection of personnel even though this was not generally stated as a response to this specific question.

Table 81
DUTIES OF AIDES/PARAPROFESSIONALS AS PERCEIVED BY PRINCIPALS AND AIDES/PARAPROFESSIONALS

Duties	Principals		Aides/ Paraprofessionals	
	N	%	N	%
Clerical	20	36.4%	9	40.9%
Circulation	16	29.1%	4	18.2%
Assist Students	16	29.1%	7	31.8%
Cataloging	16	29.1%	1	4.5%
Processing	3	5.5%	1	4.5%
Audio-Visual Maintenance and Operation	3	5.5%	1	4.5%
Housekeeping	4	7.3%	0	0.0%
Routine or General Duties	8	14.5%	0	0.0%
Assist Professionals	4	7.3%	5	22.7%
Development of Displays	4	7.3%	0	0.0%
Bookkeeping	2	3.6%	0	0.0%
Instruction	1	1.8%	0	0.0%
No Response	2	3.6%	3	13.6%
Storyhour	2	3.6%	0	0.0%

Table 83 shows the responses of school principals to the question, "In what areas do you feel that aides/paraprofessionals should have the most preparation?" Almost 65.5 percent felt that training in basic library science was the most important area of formal training for this type of personnel. Along with this category, 30.0 percent felt there was a need for training in child or adolescent psychology, and 27.3 percent saw a need for additional clerical training.

Table 82
PRINCIPALS', LIBRARIANS' AND AIDES/PARAPROFESSIONALS' RESPONSES TO THE QUESTION, "WHAT SUGGESTIONS WOULD YOU MAKE FOR CHANGING THE EXISTING PROGRAM AND/OR EXPANDING THE EXISTING PROGRAM?"

Suggested Changes	Principals		Librarians		Aide/ Paraprofessional	
	N	%	N	%	N	%
More aides and/or paraprofessionals	4	7.3%	11	22.0%	5	22.7%
More training for aides and/or paraprofessionals	11	20.0%	7	14.0%	5	22.7%
Higher pay for aides and/or paraprofessionals	1	1.8%	3	3.0%	4	18.2%
Better organization of library aide/paraprofessional program	1	1.8%	2	4.0%	4	18.2%
Use of aides/paraprofessionals to support professional staff, not replace	1	1.8%	0	0.0%	0	0.0%
No political selection of personnel	1	1.8%	0	0.0%	0	0.0%
Uncertain	0	0.0%	2	4.0%	2	9.1%
None	11	20.0%	4	8.0%	7	31.8%
Not Applicable	19	34.5%	18	36.0%	0	0.0%
No Response	14	25.3%	6	12.0%	1	4.5%

Table 84 summarizes answers given by school principals to selected questions regarding the hiring of library aides/ paraprofessionals and their relationship to the school staff and school program. High percentages in the appropriate columns of the first three questions indicated that principals in general felt that the use of library aides/paraprofessionals was favored by librarians(87.3 percent), that generally aides/paraprofessionals worked well with other library staff(78.2 percent), and that overall there was no resentment toward aides/paraprofessionals by the professional library staff members(78.2 percent).

Table 83
PRINCIPALS' RESPONSES TO THE QUESTION, "IN WHAT AREAS DO YOU FEEL THAT AIDES/PARAPROFESSIONALS SHOULD HAVE THE MOST PREPARATION?"

Preparation	N	%
Basic Library Science and/or Human Relations	36	65.5%
Child/Adolescent Psychology	17	30.9%
Clerical Training	15	27.3%
Audio-Visual Media Training	6	10.9%
Good Academic Background	6	10.9%
Uncertain	1	1.8%
No Response	2	3.6%

A little over half(54.5 percent) of the principals interviewed, stated that they could see noticeable changes in the library with the addition of aides/paraprofessionals. The most often mentioned changes included the release of the professional staff from routine duties, more individual assistance for students and teachers by the professional staff, and higher morale for professional staff members. Over two-thirds of the principals stated that their librarians had full responsibility for the aide/paraprofessional staff. Among the five responding that the librarian was not in full charge, most commented that in a practical sense the librarian had the major responsibility. However, technically the administration assumed the final authority.

Over one-third of the principals stated that they had direct contact in the hiring of aides/paraprofessionals, while an additional 49.1 percent qualified their answer with the comment that their direct contact was limited to recommendations and/or consultations only. Approximately one-half of the respondents said that their librarians also had some direct contact with the hiring of this type personnel. It should be noted that frequently the contact of librarians

Table 84

RESPONSES GIVEN BY SCHOOL PRINCIPALS TO SELECTED QUESTIONS REGARDING THE HIRING OF LIBRARY AIDES/PARAPROFESSIONALS AND THEIR RELATIONSHIP TO THE SCHOOL STAFF AND PROGRAM

Questions	Yes		No		Uncertain		N. A.		No Response	
	N	%	N	%	N	%	N	%	N	%
In your opinion,(does,do) the librarian(s) favor the use of the aide/paraprofessional?	48	87.3%	2	3.6%	0	0.0%	0	0.0%	5	9.1%
In your opinion, does the library paraprofessional work well with the other library staff?	43	78.2%	0	0.0%	0	0.0%	5	9.1%	7	12.7%
Do you feel that there is any resentment towards the library aide/paraprofessional on the part of your professional library staff?	2	3.6%	43	78.2%	0	0.0%	1	1.8%	9	16.4%
Have you seen noticeable changes in the library since the addition of the aide/paraprofessional?	30	54.5%	0	0.0%	0	0.0%	14	25.5%	12	21.8%
Is your librarian in full charge of duties and responsibilities assigned to the library aide/paraprofessional?	40	72.7%	5	9.1%	0	0.0%	0	0.0%	10	18.2%
Do you have any direct contact with the hiring of library aide/paraprofessional staff?	21 27	38.2% 49.1%*	5	9.1%	2	3.6%	0	0.0%	1	1.8%
Does your librarian have any contact with their employment?	30	54.5%	12	21.8%	1	1.8%	0	0.0%	11	20.0%

Table 84 (Continued)

Have you experienced any significant problems with library aides/paraprofessionals?	5	9.1%	38	69.1%	0	0.0%	12	21.8%	1	1.8%
Do you feel that the securement of library aide/paraprofessional staffing takes away from the attractions offered prospective professional library staff?	3	5.4%	46	83.6%	0	0.0%	1	1.8%	5	9.1%
Do you want(more) library aides/ paraprofessionals?	51	97.2%	2	3.6%	0	0.0%	0	0.0%	2	3.6%

*Direct contact limited to recommendations and/or consultations only.

with the hiring process was limited to recommendations and/or consultations. Over two-thirds of the principals indicated that they had not experienced significant problems with library aides/paraprofessionals. Five principals stated that they had experienced some problems for the following reasons: personality conflicts, conflict of authority, and nonprofessional attitude of the aide/paraprofessional. A high percentage(83.6 percent) of the principals felt that the presence of library aides/paraprofessionals on the staff does not detract from positions offered prospective professional staff. Indeed, many felt that employment of aides/paraprofessionals added to the attractiveness of positions offered professional librarians.

The attitudes of principals concerning library aides/paraprofessionals were favorable as was evidenced by a 97.2 percent affirmative response to the question, "Do you want (more) aides/paraprofessionals?" This response coupled with other responses discussed in this section indicated that the school administrators viewed favorably the use of this type of staff. However, the principals felt that there was a need for additional training for those already employed in order that they may be better utilized as a source of manpower, and that additional trained individuals were needed.

Librarians

Fifty librarians in the schools of the Southern Appalachian Region were interviewed during the Winter and early Spring of 1972. The majority of the librarians interviewed were in the same schools in which principals were interviewed. The librarians were employed in a variety of elementary and secondary schools and were interviewed using the Librarian Interview Questions(see Appendix). The remainder of this section is concerned with the results of these structured interviews.

Table 80 shows a comparison of librarians', principals', and aides/paraprofessionals' responses to the question, "What do you feel is the status of the library aide/paraprofessional in comparison to other staff members?" There was no difference in the percent of librarians and principals who felt that the aide/paraprofessional was equal to other staff. However, some differences did occur in other categories. A greater number of principals(21.8 percent) than of the librarians(16.0 percent) saw the aide/paraprofessional in a supportive, secondary position. In contrast, 18.0 percent of the librarians' and 14.5 percent of the principals' responses fell in the well accepted category. Within the limits of this small sample, administrators were willing to be more specific in their opinions concerning the status of the position than the librarians.

The librarians were asked to respond to the question, "What suggestions would you make for changing the existing program and/or expanding the existing program?" Table 82 shows that 22.0 percent(the highest) felt that the most needed change would be in securing additional aides/paraprofessionals. A comparison of the responses of principals and librarians showed that the latter did not feel that additional training for aides/paraprofessionals was as important as the former. Realizing that the working relationship was closer between librarians and library aides/paraprofessionals than between principals and library aides/paraprofessionals, the response of the librarians possibly diagnosed the situation more accurately than the responses of the administrators.

Table 85 summarizes the opinions of school librarians regarding the duties of library aides/paraprofessionals in dealing with students. The highest percentage of responses (58.0 percent) was in the category of helping students locate books, materials, and periodicals. The next two highest percentages were in the circulation of library materials (22.0 percent) and in the assistance of students in reference work(20.0 percent). It should be noted that only one librarian specifically mentioned instruction as a duty of aides/paraprofessionals and one individual responded that aides/paraprofessionals should have no duties dealing with students.

Over two-thirds(70.0 percent) of the librarians felt the main advantage of library aides/paraprofessionals was relief for the professional staff from routine nonprofessional duties (Table 86). This in turn enabled them to work more extensively with teachers and students. The next greatest percentage

Table 85
PERCEPTIONS OF SCHOOL LIBRARIANS OF THE DUTIES OF LIBRARY AIDES/PARAPROFESSIONALS IN DEALING WITH STUDENTS

Duties	N	%
Finding books, materials, periodicals	29	58%
Circulation	11	22%
Reference work	10	20%
Audio-Visual duties	3	6%
Storyhour	3	6%
Instruction	1	2%
Discipline	1	2%
All duties	1	2%
Uncertain	1	2%
None	1	2%
N. A.	1	2%
No Response	10	20%

Table 86
PERCEPTIONS OF SCHOOL LIBRARIANS OF THE MAIN ADVANTAGES OF LIBRARY AIDES/PARAPROFESSIONALS

Advantages	N	%
Relieves professional librarian of routine duties enabling him to work with students and teachers	35	70%
Maintain library services when full-time professional librarian is not present	2	4%
Work with students and teachers	5	10%
Clerical work	4	8%
Supervise student aides	1	2%
Less authority conflict than with a second professional	1	2%
No response	2	4%

(10.0 percent) stated that the main advantage of aides/paraprofessionals was in having them work with students and teachers. One librarian felt that there was less division over the sharing of authority with an aide/paraprofessional than with a second professional. This allowed for a better working relationship between the library staff.

Librarians were asked to summarize the main disadvantages of aides/paraprofessionals. The responses are summarized in Table 87. Approximately 66.0 percent felt that there were no specific disadvantages. However, among those naming disadvantages, the highest(8.0 percent) concerned improper and/or a lack of training for aides/paraprofessionals. Other significant responses included the disadvantage of low pay, thus limiting the quality of this type of personnel(6.0 percent); authority conflicts(4.0 percent); replacement of professional staff by inexpensive personnel(2.0 percent); hesitancy of students to trust aides/paraprofessionals(2.0 percent); and a rapid turnover in personnel(2.0 percent). Additional comments included the facts that aides/paraprofessionals do not have the same protection by law as professionals and that often professional staff do not know how to utilize aides/paraprofessionals effectively. The overall response seemed to suggest that the advantages of aides/paraprofessionals outnumbered any disadvantages in the opinions of librarians interviewed.

Important to efficient utilization of school staff is the reaction of students to the staff. Table 88 shows the perception of school librarians regarding the reaction of students to aides/paraprofessionals. Seventy-two percent of the librarians felt that aides/paraprofessionals were regarded much in the same way as the professional staff. Many commented that the students did not distinguish between the two. Six percent of the librarians indicated that in some cases aides/paraprofessionals did not command as much authority as the professional librarian even though he was well accepted.

Table 89 shows the basic qualities which would be considered by school librarians in the selection of aides/paraprofessionals. Foremost were a good attitude and an interest in library work(40.0 percent), an interest in children(34.0 percent), and a willingness to work(32.0 percent). Other significant responses included clerical ability(28.0 percent), a pleasing personality(22.0 percent), and general intelligence(18.0 percent). A genuine interest as well as a sincere willingness to work were more important to librarians than specific abilities of aides/paraprofessionals.

Table 87
PERCEPTIONS OF SCHOOL LIBRARIANS OF THE MAIN DISADVANTAGES OF LIBRARY AIDES/PARAPROFESSIONALS

Disadvantages	N	%
None	33	66%
Improper and/or lack of training	4	8%
Low pay for aide/paraprofessional, thus poor selection of personnel	3	6%
Depends on person	3	6%
Authority conflict	2	4%
Could replace instead of aid professional librarian	1	2%
Hesitancy of students to trust	1	2%
Turnover too fast	1	2%
Not protected by law for responsibility of children	1	2%
Lack of training of professional librarians on how to use aides/ paraprofessionals	1	2%
No Response	1	2%

Table 88
PERCEPTIONS OF SCHOOL LIBRARIANS REGARDING THE REACTION OF STUDENTS TO LIBRARY AIDES/PARAPROFESSIONALS

Reaction	N	%
Same as toward a professional librarian	36	72%
Well accepted, though not as much authority as professional librarian	3	6%
N. A.	6	12%
No Response	4	8%

Table 89
SCHOOL LIBRARIANS PERCEPTIONS OF BASIC QUALITIES SOUGHT IN SELECTION OF LIBRARY AIDES/PARAPROFESSIONALS

Qualities	N	%
Good attitude; Interested in Work	20	40%
Interest in children	17	34%
Willingness to work	16	32%
Clerical ability	14	28%
Pleasing Personality	11	22%
Intelligent	9	18%
Good educational background	7	14%
Neat appearance	6	12%
No Response	8	16%

Table 90 summarizes responses given by school librarians to a number of selected questions about their views and opinions of aides/paraprofessionals in the library. The librarians were asked if they were responsible for what they considered "nonprofessional" duties. An extremely high percentage(80.0 percent) responded affirmatively to this question. Examples of these responsibilities included: clerical (15), housekeeping(5), club or student council sponsor(4), game ticket stand and game concessions(4), and study hall(3). Other duties also included such items as bus duty, hall duty, chaperoning, duplicating materials, playground duty, bookstore duty, teacher substitution and the grading of another department's term papers. With such a list of "nonprofessional" duties attached to professional library responsibilities, it is easy to see why additional personnel is not only desirable but a necessity.

This necessity was supported by the affirmative responses of librarians to the question of whether an aide/paraprofessional could adequately perform many of these duties(90.0 percent). It was further supported by responses to the question, "Does the addition of aides/paraprofessionals to your staff enable you to devote more time to important professional duties?" Thirty out of thirty-one librarians who responded positively or negatively to this question said "yes, the addition of this staff member did give them more time to devote to professional duties." Furthermore, 36 librarians responded positively to the question of whether aides/paraprofessionals work well as a part of the staff team. Librarians were asked if they felt that aides/paraprofessionals could assume more responsibility. Eighteen of the twenty-eight responding positively or negatively said "yes." Among the ten responding negatively, the most frequent comment was

Table 90

RESPONSES GIVEN BY SCHOOL LIBRARIANS TO SELECTED QUESTIONS REGARDING THEIR VIEWS AND OPINIONS OF THE AIDE/PARAPROFESSIONAL IN THE LIBRARY

	Yes		No		Uncertain		N.A.		No Response	
	N	%	N	%	N	%	N	%	N	%
Are you responsible for nonprofessional duties in addition to your professional duties?	40	80.0%	10	20.0%	0	0.0%	0	0.0%	0	0.0%
Do you feel that an aide/paraprofessional can perform these nonprofessional duties adequately?	45	90.0%	0	0.0%	0	0.0%	2	4.0%	2	4.0%
Does the addition of aides/paraprofessionals to your staff enable you to devote more time to important professional duties?	30	60.0%	1	2.0%	0	0.0%	15	30.0%	4	8.0%
Does the aide/paraprofessional work well as a part of the staff team?	36	72.0%	0	0.0%	0	0.0%	8	16.0%	6	12.0%
Do you feel that the library aide/paraprofessional could assume more responsibility than he already has?	18	36.0%	10	20.0%	0	0.0%	17	34.0%	4	8.0%
Do you feel that the aide/paraprofessional could satisfactorily train student assistants in routine library duties?	42	84.0%	2	4.0%	0	0.0%	0	0.0%	6	12.0%
Do you feel that the library aide/paraprofessional should conduct any instructional activities of students?	23	46.0%	20	40.0%	0	0.0%	0	0.0%	6	12.0%

Table 90 (Continued)

Do you feel that a high school graduate could satisfactorily assume the responsibilities of an aide/paraprofessional in the library?	25	50.0%	17	34.0%	1	2.0%	0	0.0%	5	10.0%
Do you feel that the library aide/paraprofessional program is in any way downgrading to your profession?	2	4.0%	44	88.0%	2	4.0%	0	0.0%	1	2.0%

that aides/paraprofessionals already assumed a full load. A large majority of the librarians(84.0 percent) felt that aides/paraprofessionals could train student assistants for library work, but less than half(46.0 percent) felt that aides/paraprofessionals should deal with the general instructional activities of students.

Fifty percent of the librarians, stated that they felt a high school graduate could satisfactorily assume the duties of the library aide/paraprofessional. Among many of the seventeen(34.0 percent) who said that the high school graduate could not satisfactorily assume this position, the frequent comment was made that much depends on the individual person and, also, that workshop training would enable the high school graduate to fill the position more adequately.

The overall positive attitude of school librarians toward aides/paraprofessionals was again evident in the responses to the question of whether the aide/paraprofessional program was in any way downgrading to the librarian as a professional. Forty-four out of forty-six responding positively or negatively answered "no."

In summary, school librarians had a very positive attitude toward aides/paraprofessionals. There was a definite indication of a desire for additional personnel at this level in the employment ladder, and there was a need for more training for those already employed. They viewed the primary function of aides/paraprofessionals as assistants who could assume many of the nonprofessional duties of the librarian.

Aides/paraprofessionals

A total of 22 aides/paraprofessionals were interviewed in the sample of 62 schools. Due to the overwhelming lack of organization in training requirements, differences in responsibilities, and a general absence of a common understanding of the definition of this type personnel, there was by necessity much flexibility in the choice of persons included in these interviews. The aides/paraprofessionals were located in the schools where principals or librarians were interviewed. The remainder of this section summarizes the data gathered during these interviews.

A comparison of aides/paraprofessionals responses in Table 80 with those of librarians and principals to the question concerning their status in comparison to other staff members showed that there was a far higher percentage of aides/paraprofessionals(45.4 percent) who felt only well accepted rather than in a more specific status position. The next highest percentage of responses(27.3 percent) fell into the category of equal to other staff, which was less than the percent responses of either principals(34.5 percent) or librarians(36.0 percent). These responses could possibly indicate an unsureness on the part of aides/paraprofessionals as to their exact status position. However, they still convey a feeling of being accepted.

Table 81 shows a comparison between what principals and aides/paraprofessionals felt should be the major duties of the latter. Similar percentages were found in the areas of clerical responsibilities(principals, 36.4 percent; aides/paraprofessionals, 40.9 percent) and of assistance to students(principals, 29.1 percent; aides/paraprofessionals, 31.8 percent). However, certain differences were apparent in other categories. For example, the number of responses given by principals in the categories of circulation(29.1 percent), cataloging(29.1 percent), and routine or general duties(14.5 percent) were much higher than responses of aides/paraprofessionals in these categories(circulation, 18.2 percent; cataloging, 4.5 percent; and routine or general duties, 0.0 percent). However, the much higher percent response of aides/paraprofessionals in the category, assist professionals, may take into account the more specific responses given by principals. One specific library related duty with similar percentages was shelving(principals, 12.7 percent; aides/paraprofessionals, 13.6 percent).

Table 91 summarizes responses given by library aides/paraprofessionals to the question, "In what areas, if any, do you feel you need more training?" The areas with the greatest responses were basic library science(18.2 percent) and general education(18.2 percent). More significant, however, was the category with the greatest percentage of responses in which almost one-third of those interviewed (31.8 percent) stated that they did not feel that there was any area in which they needed more training. The feeling of these aides/paraprofessionals was that they needed no further training for the duties which had been assigned to them, although many of those interviewed had little or no training beyond high school. Over 9.1 percent felt a need for additional training in the area of audio-visual work.

Table 91
RESPONSES GIVEN BY LIBRARY AIDES/PARAPROFESSIONALS TO THE QUESTION: "IN WHAT AREAS, IF ANY, DO YOU FEEL YOU NEED MORE TRAINING?"

Need Training	N	%
Cataloging	1	4.5%
Basic Library Science	4	18.2%
General Education	4	18.2%
Audio-Visual training	2	9.1%
Reference Work	1	4.5%
Clerical	1	4.5%
Psychology	1	4.5%
Uncertain	1	4.5%
None	7	31.8%

The fact that a majority of the aides/paraprofessionals felt no great need for further training was more directly shown by the responses to the first question in Table 92. Over 72.7 percent felt that their prior preparation readied them for the duties which they were performing. A majority (81.8 percent) felt that their assignments were in line with what they felt the duties of library aides/paraprofessionals should be.

All individuals(in this personnel category) felt that the library aide/paraprofessional program was an asset to library services and over two-thirds(68.2 percent) stated that they could cite actual situations in which their assistance gave the professional librarian more time to devote to professional duties. Only one person(4.5 percent) held the opinion that there was not enough work in the library to justify the hiring of aides/paraprofessionals as compared to twenty(90.0 percent) who felt that there was enough work to justify this additional staff person. Aides/paraprofessionals were asked if they felt that their time was spent profitably in their work. The response was one hundred percent affirmative.

About 77.3 percent of the aides/paraprofessionals, stated that there was no opposition to their position from other staff members. However, four persons felt that there was at least some opposition to their position from staff members.

Table 92
RESPONSES GIVEN BY LIBRARY AIDES/PARAPROFESSIONALS TO A SERIES OF QUESTIONS RELATED TO THEIR TRAINING, DUTIES, AND STATUS

Questions									
Do you feel that your preparation provided you with the training needed to carry out your assigned duties?	16	72.7%	3	13.6%	3	13.6%	0	0.0%	0	0.0%
Do you feel that the duties assigned to you are in line with your idea of what an aide/paraprofessional's duties should be?	18	81.8%	2	9.1%	0	0.0%	2	9.1%	0	0.0%
Do you think that the aide/paraprofessional program in the library is a definite asset to library services?	22	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Have you been able to see actual situations where your work has allowed the librarian more time for professional duties?	15	68.2%	0	0.0%	0	0.0%	4	18.2%	3	13.6%
In your opinion, is there enough nonprofessional work in the library to justify the hiring of aide/paraprofessional staff?	20	90.9%	1	4.5%	0	0.0%	1	4.5%	0	0.0%
Do you find opposition to your position from other staff members?	4	18.2%	17	77.3%	0	0.0%	1	4.5%	0	0.0%
Do you feel that your time is profitably spent in your work?	22	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Do you feel that there is a need for training in child psychology to prepare the library aide/paraprofessional for his work?	11	50.0%	5	22.7%	6	27.3%	0	0.0%	0	0.0%

This could possibly have been connected with the uncertainty that aides/paraprofessionals have regarding their status as compared with their status as seen by principals and librarians.

Fifty percent of those interviewed felt that there was a need for a study of child or adolescent psychology in the background preparation for library aides/paraprofessionals, while 27.3 percent stated that there was possibly a need for training in this area. Only five persons(22.7 percent) specifically gave a negative answer in response to this question.

In Table 82, a comparison of the responses of aides/paraprofessionals and those of principals and librarians to the question, "What suggestions would you make for changing the existing program and/or expanding the existing program?" showed some interesting differences. The need for additional personnel received a much higher percentage(22.7 percent) of the responses of aides/paraprofessionals than it did from principals(7.3 percent), while the percent of librarian response was almost identical(22.0 percent) with that of the principals. However, in the category advocating more training for aides/paraprofessionals, the responses of principals(20.0 percent) and aides/paraprofessionals(22.7 percent) were very similar, while the response of librarians (14.0 percent) was somewhat lower. A higher percent of the responses of aides/paraprofessionals in the categories of higher pay(18.2 percent) and better organization(18.2 percent) were noted. Also significant, was the higher number of aides/paraprofessionals(31.8 percent) who would not change the program in any specific way.

In summary, aides/paraprofessionals felt that they were well accepted in the schools in which they worked. However they perceived themselves at a lower level of acceptance than did principals or librarians. Aides/paraprofessionals felt that they spent about 40.0 percent of their time involved in clerical tasks and the remainder divided among a variety of other duties. About 20 percent felt they needed additional formal work in library science and an additional 20 percent indicated a need for additional general education. About one-third indicated that they felt their educational backgrounds were adequate. All of the aides/paraprofessionals interviewed felt that they were needed and were an asset to the school library.

PART III

CONCLUSIONS AND RECOMMENDATIONS

Part III of this report contains a summary of the conclusions and recommendations for this study. This part of the report contains two chapters. Chapter VII summarizes the major conclusions of the study and Chapter VIII is devoted to recommendations based on the conclusions of the study.

Chapter VII

Conclusions

The results of this study and the conclusions drawn apply to the schools and school systems of the Southern Appalachian Region and are subject to the limitations that are stated in Chapter I. The conclusions that follow are those that the project staff felt were the most important. It is obvious that other conclusions can be drawn by further interpretation of the results of the study. The reader is reminded that the conclusions apply to the data that was collected during the Fall and Winter of 1971. Since changes in the schools are being made at a rapid rate it is possible that the information from this study and the subsequent conclusions may become outdated in a short time.

The research methodology outlined in Chapter II of this study appeared to be a valid and reliable method for conducting this project. It can be concluded that this same study could be replicated using the same methods and procedures to collect similar data for other areas of the country.

Superintendents, supervisors, principals, librarians, and paraprofessionals were extremely interested in this project. This was evidenced by the return of well over 90 percent of all questionnaires that were sent out in conjunction with the project. This was further evidenced by the time that principals, librarians and library aides/paraprofessionals spent in interviews with the project staff. Therefore, it is felt with some degree of certainty that the results and conclusions are valid.

It appears warranted to conclude that libraries in the public schools of the Region are understaffed in the area of professional personnel. The larger high schools employ professional librarians, however, the majority of the elementary schools do not have school librarians. As of the Fall of 1971 there were approximately 2,700,000 children in the schools of the Region being served by a professional library staff of 2,973 librarians(of this number only 57 or 2.1 percent were male and only 6.5 percent had not met minimal certification requirements). This means that there was one librarian for every 910 children. This ratio exceeds the recommendations of the American Library Association by a factor of three. It should be pointed out that projections for the employment of professional librarians that were made by the superintendents would reduce this ratio, by 1980, to about one librarian for every 350 children.

About 40 percent of the school librarians in the Region will reach retirement age within the next ten years. Therefore, there will be a need for at least 1200 additional librarians to fill the void that will be generated by the retirement of these individuals. Coupled with the fact that the superintendents have indicated a desire for the employment of some additional 2,800 librarians, there will be a need for an estimated 4,000 additional individuals by 1980. It should be pointed out that this conclusion assumes that sufficient funds will be available for the recruitment of the additional personnel.

The concept of the traditional library, that is, a depository for books and journals is rapidly changing. The modern library that is emerging in schools of the Region is a center for multi-media. These new centers contain not only books but also records, filmstrips, games, models, and a variety of other materials. It appeared that there is a need for retraining of the current library staff to work in the area of nonprint media.

The use of library aides and paraprofessionals, to assist professional personnel, is a well accepted practice in a majority of the school systems in the Region. However, there appears to be considerable confusion on the part of all personnel(superintendents, principals, teachers and librarians) as to the role and duties of paraprofessionals and library aides. For example, school superintendents were asked to supply the name of a paraprofessional library employee in their school system. When the paraprofessionals were contacted it was learned that well over 90 percent were really library aides.

There is a definite need for additional library aides and paraprofessionals. The school superintendents and principals of the Region have indicated an overwhelming desire for additional individuals at this level in the employment ladder. The superintendents indicated that during the next decade that they would like to double the number of employees in each of these categories to approximately 5,000 at each level. It should be pointed out that because of the apparent uncertainty on the part of the superintendents as to the nature and role of these individuals these figures may be somewhat inflated. There appeared to be a lack of uniformity across school systems and the states of the Region with regard to hiring practices, evaluation, duties and salaries of paraprofessionals and aides. Less than 20 percent of the states have developed criteria in each of these areas.

As of the Fall of 1971 the superintendents indicated that there were a total of 131 positions for librarians that were unfilled. Superintendents further indicated that there were a total of about 300 positions for library paraprofessionals and aides that were vacant.

Based on interviews with a number of individuals from such organizations as the American Library Association, Appalachian Regional Commission and colleges and universities of the Region, there is a definite need for additional school library personnel. There is a particular need to focus on the training and employment of aides and paraprofessionals in order to upgrade the libraries of the Region. The re-education of all individuals from the State Department level through superintendents, principals, librarians, teachers and the general public, as to the duties and status of library paraprofessionals, is essential. Organizations such as the American Library Association and the Council on Library Technology could be instrumental in dissemination of information of this nature.

School superintendents are generally agreed that library aides and paraprofessionals should have completed some study past high school, should possess clerical skills and have had successful experience with children. There was little variation among the various superintendents in the states regarding this matter.

Monies for the hiring of school library personnel came from three sources, state, local and federal. About 66.7 percent of the monies for librarians salaries came from state sources, 22.3 percent from local sources and 11.7 percent from federal funds. About 12.3 percent of the monies for paraprofessionals salaries came from state sources, 34.7 percent came from local sources and 53.0 percent from federal sources. In comparison 4.9 percent of the salaries for library aides came from state sources, 32.5 percent from local sources and 62.6 percent from federal sources.

Only 27.1 percent of the school system had a district wide library supervisor. About 35.4 percent had in-service training available for paraprofessionals, and 45.4 percent indicated that there were other forms of training available for librarians and aides.

School principals indicated that about 75 percent of the schools in the Region qualify for ESEA Title I funds. It can be concluded that a large majority of the monies available for the hiring of auxiliary personnel in the school libraries were derived from this source of funds.

Salary schedules for aides and paraprofessionals are in many cases substandard. A large majority of the school systems pay wages to these individuals that barely exceed the minimum wage laws of the respective states and of the Federal Government.

Supervisors of school libraries in the Region indicated that there should be a minimum of one aide and one paraprofessional per professional staff member. If the projections made by the superintendents for increases in the number of librarians, library paraprofessionals and aides are accurate; by 1980 there will be approximately one aide and one paraprofessional for every professional library employee.

The major duties of paraprofessionals as perceived by library supervisors included: assistance of students in library usage, operation and maintenance of audio-visual equipment, circulation, processing and cataloging of materials, and a variety of clerical duties. They further perceived that the training of paraprofessionals should include some background courses in Library Science, clerical training, course work in Child Development and Psychology and successful experiences with children.

Professional library personnel appeared to be poorly prepared to utilize aides and paraprofessionals in the school library efficiently. The majority of the librarians indicated that they wanted these individuals, however, they had received little or no training for their effective utilization. This conclusion was also evident from the data collected from library paraprofessionals.

Principals and librarians indicated a high degree of satisfaction with the use of paraprofessionals and aides in the library. Less than two percent of the individuals indicated that they had an unfavorable attitude toward paraprofessionals and aides in the library.

Principals perceived the major duty of the paraprofessional in the library as assisting children and teachers in the use of the library, circulation of materials and clerical tasks. In comparison, librarians perceived the major duties of paraprofessionals as assisting students and teachers in the use of the library, processing of library materials, operation and maintenance of audio-visual equipment, and general clerical tasks. Principals saw the main preparation for a paraprofessional as being a high school graduate, possessing typing skills, having an understanding and experiences with children and a knowledge of books. In comparison,

librarians saw the main academic preparation of paraprofessionals as being skilled in typing, some formal training in Library Science, and general knowledge of clerical procedures. Principals and librarians were in general agreement with regard to having paraprofessionals in the school library. They felt that paraprofessionals could relieve professionals of nonprofessional duties, that they were an asset to the modern library and media center, and that they could improve services in general. On the negative side a very small percentage of the principals and librarians indicated that the major problem with paraprofessionals was their lack of training and the lack of adequate supervision.

The training that the large majority of the aides/paraprofessionals have received is very limited. In most cases, the individuals have received on the job training. In isolated instances individuals have received some in-service training through colleges and universities. Of some 99 aides/paraprofessionals that were contacted only one indicated that he had completed a program specifically designed to prepare him as a library paraprofessional(Library Technical Assistant). It appeared that there is a definite need for additional training programs offered by colleges, universities and other organizations. The majority of the paraprofessionals have been employed in their position for more than two years. In general, paraprofessionals devote about 30 percent of their time to clerical duties(typing and filing), 17 percent to working with students and teachers, and the remaining 53 percent in a variety of tasks related directly to library work(circulation, preparation of orders, repair of books, processing of books, etc).

Paraprofessionals felt that the greatest advantages to their positions were experience in working with students and ability to aid in the educational process. The greatest disadvantages were low salaries, too many duties and a limited time allotment for assigned duties.

The aides and paraprofessionals working in the public schools of the Region have adapted quite well to their situation, and have developed good working relations with library staff, principals, other school staff and students. The aide and paraprofessional in most cases is accepted on an almost equal footing with other staff in the schools.

In summary, there is a need for additional professional librarians in the schools of the Southern Appalachian Region. The concept of the library aide or paraprofessional is well

received and administrators as a whole indicated a desire for additional individuals at this level. There is a need for more training for those individuals that are already employed in the libraries and should be provided by institutions located primarily in the Southern Appalachian Region. Because of the interest in the employment of aides and paraprofessionals, consideration should be given to the expansion of training programs and in particular programs that are designed to retrain all levels of individuals (superintendents, principals, the general public, etc), in the use of paraprofessionals. The future for library services and the expansion of these services appears to be good. In turn, the employment picture for individuals interested in library work is good.

Chapter VIII

Recommendations

Based on the conclusions of this study it is felt that the following recommendations are warranted. It should be kept in mind that the recommendations apply to the schools and school systems in the states of the Southern Appalachian Region. Several of the recommendations are of a very general nature and are based on the subjective information that the staff of the project has accumulated during the course of the study. Following are the recommendations and it should be pointed out that these recommendations are not necessarily in order of priority.

There is a definite need to clarify for the school personnel in the Southern Appalachian Region the differnece between library paraprofessionals and library aides. Throughout the course of study it was found, that individuals from the level of the superintendent through the various levels of public school personnel, do not understand the distinction between library aides and library paraprofessionals. It appears that such organizations as the American Library Association and the Council on Library Technology should instigate educational programs to clarify the role and duties of library paraprofessionals(Library Technical Assistants) and library aides.

There is a need for better coordination between the use of library aides and paraprofessionals and the professional school librarians. There is a definite need for training programs that will familiarize professional library personnel with the use of paraprofessionals and aides in the school library. Such a program will affect a better utilization of the manpower in the schools. Concurrent with this training for librarians there is a need for expansion of training programs for school administrators(superintendents, principals and supervisors) on the role and use of paraprofessionals and library aides. Programs of the nature described should be provided by such organizations as local colleges and universities, the Bureau of Library and Educational Technology of the U. S. Office of Education, and the Council on Library Technology.

Throughout the study there has been a definite indication of the need for the expansion of training programs for paraprofessionals and aides. It is recommended that immediate consideration be given to the expansion of in-service programs for those individuals that are already employed in the school libraries. These programs could be conducted in conjunction with colleges and universities in the Southern

Appalachian Region, or by more modern methods such as through the use of educational television facilities. Such a program could be widely disbursed throughout the Region with the advent of the Appalachian Educational Commission sponsored Educational Television Satellite. By use of this satellite a program of in-service training could be initiated on a wide basis. In-service programs for paraprofessionals and aides should emphasize basic library skills such as book processing, and cataloging. Also further training in such areas as clerical skills and human relations(working with children and teachers) should be given due emphasis.

It is recommended that consideration be given to the establishment of more one and two year programs in colleges and universities and technical institutes for the training of library paraprofessionals. There is a definite need for such programs. It is felt that the programs that are in existence in the Region will not be able to adequately serve the needs in the next ten years.

There is a need for the expansion of library service in the schools of the Region. There appears to be a lack of trained personnel in particular for elementary schools. The primary concern is the need for additional money under the Minimum Foundation Support program in the various states. Therefore, it is recommended that consideration be given by the appropriate state agencies to increasing the minimum foundation support level such that it would be possible to hire a professional librarian that could serve every school in the Region. It is realized that many rural schools could not make adequate use of a full time professional librarian. Therefore, consideration should be given to the employment of professionals that could serve more than one school, and even in some cases that could be shared among two school systems.

Library paraprofessionals and library aides should be hired to work in libraries only when a professional librarian is available. For an effective paraprofessional and library aide program to succeed there must be adequate supervision available.

There is a need to reexamine the training facilities and number of professional librarians that are being prepared to serve the schools of the Region. It is recommended that as an extension to this present project, that a study be made of the supply of professional librarians that will be available to serve schools of the Region. There is a particular need to focus on the number of certified librarians that will be prepared in the colleges and universities of the Region

during the next decade. Concurrent with this study an examination should be made of the training facilities for the preparation of paraprofessionals.

Based on the feelings of the school superintendents it is recommended that a training program be launched for school board personnel that will focus on the duties and use of paraprofessionals and aides in the school library. It is recommended that these training programs be of a short nature and could be sponsored by such organizations as colleges and universities or the Council on Library Technology.

There appears to be a lack of uniformity among the various school systems and states with regard to salary schedules, criteria for the selection, lack of adequate job descriptions and procedures for the evaluation of the use and impact of paraprofessionals and library aides in the schools. Based on the feelings of superintendents, supervisors and principals it is recommended that consideration be given to the establishment of state salary schedules for paraprofessionals and aides; that consideration be given to the development of standard criteria for the selection of these individuals; that adequate job descriptions be developed; and that evaluation procedures be developed to determine the most effective use and the impact of paraprofessionals and aides in the school libraries. By the establishment of standard procedures for library paraprofessionals and aides it appears that there would be a reduction in the number of positions that would be filled by "political appointment" rather than hiring the most qualified individuals for library paraprofessional and aide positions.

Consideration should be given to the sharing of library and materials supervisors across school system lines. It would appear that two or three small school systems could pool their resources and be in a position to hire a library supervisor that could work in the systems. It is recommended that such agencies as economic development districts and school system cooperatives in the Region, give consideration to assuming the lead in negotiating such action.

There is a dearth of males employed at all levels in the library profession in the Region. It is recommended that efforts be made at the state department and school system level to encourage the employment of more males. A major incentive would be an increase in monetary rewards for these positions.

It appeared that throughout the Region that many professional library personnel were involved in an endless variety of nonprofessional tasks. It is strongly recommended that every consideration be given to the expansion of the library paraprofessional and aide program in order to relieve the professional of routine duties. This can be achieved through such means as: (1) the appropriation of additional funds for the recruitment of aides and paraprofessionals or (2) through the expansion of programs in which such individuals as housewives or retired individuals assume a voluntary role in the school library. These individuals can act as a stop gap measure until adequate sources can be found to recruit paraprofessionals.

There is a need, on the part of the school community to understand the role and duties of aides and paraprofessionals in the school library. It is recommended that training programs be instigated for these individuals. PTA meetings and similar organizations with the help of colleges and universities, the Council on Library Technology and the American Library Association can provide awareness sessions for the school community.

The above recommendations are based on the definitive data that was collected during this survey of library personnel needs in the Southern Appalachian Region. It is obvious that other recommendations could be made, however, it is felt that the above are the most important and should be given priority by the appropriate agencies.

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APPENDIX

Survey Instruments

Library Personnel Inventory-School System Form . . . 128

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LIBRARY PERSONNEL INVENTORY-SCHOOL SYSTEM FORM

Control No._____

Name of Superintendent:_____

Directions: Please complete the following form by indicating the appropriate numbers or checking the appropriate space. All information will be treated as confidential and only general information for the total group will be reported. If you do not know the exact answer to a question, please submit your best estimate.

1.	Elementary	Secondary	Total
Number of schools in system			
Number of teachers in system			
Total no. of full time librarians			
Total no. of librarians who serve more than one school			
Total No. of teacher-librarians*			
How many librarians are certified			
How many librarians lack certification			
How many librarians have completed an M.S. or above			
No. of vacancies for certified librarians in your school system at present			
How many schools have a library within the building			

*Individuals who maintain library part-time and perform other duties (teaching, administrative, etc.,) part-time.

	Elementary	Secondary	Total
How many additional librarians do you anticipate that your system will need in 1975?			
How many additional librarians do you anticipate that your system will need in 1980?			
No. of paraprofessional employees working in school libraries full-time(more than ½ day).			
No. of paraprofessional employees working less than full-time in school libraries			
No. of vacancies for paraprofessional library personnel in your school system at present			
How many paraprofessional employees do you anticipate that your school system will employ in school libraries in 1975?			
How many paraprofessional employees do you anticipate that your school system will employ in school libraries in 1980?			
No. of library aides working full-time			

	Elementary	Secondary	Total
No. of library aides working part-time			
No. of vacancies for library aides in your school system at present			
How many library aides do you anticipate that your school system will employ in 1975?			
How many library aides do you anticipate that your school system will employ in 1980?			

2. What is the approximate size of your school system?

   ____(1)Less than 1,500 students;____(2)1,500-4,999 students;____(3)5,000-9,999 students;____(4)10,000-24,999 students;____(5)more than 25,000 students.

3. Percentage of monies for librarians salaries.
   ____(1)State ____(2)Local ____(3)Federal

4. Percentage of monies for paraprofessional salaries.
   ____(1)State ____(2)Local ____(3)Federal

5. Percentage of monies for library aide salaries.
   ____(1)State ____(2)Local ____(3)Federal

6. Number of librarians who are____(1)Male____(2)Female

7. Number of paraprofessionals who are____(1)Male
   ____(2)Female

8. Number of aides who are ____(1)Male ____(2)Female

9. Average wage paid paraprofessionals $_____/_____

10. Average wage paid library aides $_____/_____

11. Please check each of the following items as <u>required</u>, <u>desirable</u> or <u>unnecessary</u> of paraprofessionals in libraries in your school system.

	<u>Required</u>	<u>Desirable</u>	<u>Unnecessary</u>
Secondary School attendance	(1)_____	(2)_____	(3)_____
Graduation from secondary school	(1)_____	(2)_____	(3)_____
Post secondary school study	(1)_____	(2)_____	(3)_____
A college degree	(1)_____	(2)_____	(3)_____
Clerical skills	(1)_____	(2)_____	(3)_____
Successful experience working with children	(1)_____	(2)_____	(3)_____
Parent of school age child	(1)_____	(2)_____	(3)_____

12. Do you feel that the State Department should encourage the employment of paraprofessionals____(1)Yes____(2)No. If yes, by whom_____

13. Is there in-service training available for paraprofessionals in your school system____(1)Yes____(2)No. If yes, by whom_____

14. Do you feel that the employment of paraprofessionals has or will force a redefinition of the role of the school librarian____(1)Yes____(2)No.

15. Do you feel that the majority of your school board members accept the idea of the use of paraprofessionals in the library____(1)Yes____(2)No.

16. Do you favor a state salary schedule for paraprofessional library employees____(1)Yes____(2)No.

17. Has your school system developed criteria for the selection of library paraprofessionals____(1)Yes____(2)No.

18. Has your school system prepared job descriptions for paraprofessionals working in school libraries____(1)Yes ____(2)No.

19. Has your school system developed procedures for the evaluation of the utilization of paraprofessionals in the school libraries____(1)Yes____(2)No.

20. Please check each of the following items as required, desirable or unnecessary of library aides in your school system.

	Required	Desirable	Unnecessary
Secondary School attendance	(1)_____	(2)_____	(3)_____
Graduation from secondary school	(1)_____	(2)_____	(3)_____
Post secondary school study	(1)_____	(2)_____	(3)_____
Clerical skills	(1)_____	(2)_____	(3)_____
Successful experience working with children	(1)_____	(2)_____	(3)_____
Parent of school age child	(1)_____	(2)_____	(3)_____

21. Is there in-service training available for aides in your school district____(1)Yes____(2)No. If yes, by whom

_____

22. Does your school system have a district wide materials or library supervisor? ____(1)Yes____(2)No. If yes, please give his name and mailing address. Several library supervisors will be contacted and asked to complete a short questionnaire related to their duties, etc.

Name of Library Supervisor_____
Mailing Address_____
_____

23. We are very much interested in contacting paraprofessional library employees in your school system. Therefore, we would appreciate you providing us with the name, address, and name of the building principal for at least one elementary and one high school in your system that employs paraprofessionals. It is hoped that at a later date one of our staff members will be able to visit in your school system and talk with you and some of your library employees.

Name of Elementary School_____

Principal_____

Address_____

_____

Name of High School_____

Principal_____

Address_____

_____

24. Please use the following space for additional comments or information that you would like to provide. We are particularly interested in your opinions with regard to the future needs of your system for library employees.

LIBRARY PERSONNEL INVENTORY-SUPERVISOR FORM

Control No._____

Name of Supervisor:_____

Directions: Please complete the following form by placing a check in the appropriate space or by completing the blank spaces with the indicated information. All information will be treated as confidential and only general information for the total group will be reported. If you do not know the exact answer to a question, please submit your best estimate.

1. Number of librarians that you supervise _____

2. Number of paraprofessional library employees that you supervise directly or indirectly _____

3. What do you feel is the optimum ratio of paraprofessional library employees to librarians?_____

4. What do you feel is the optimum ratio of library aides to professional library employees in the school library?

_____

5. Briefly describe what you feel should be the major duties of a paraprofessional employee in the library.

6. Briefly describe the training that you feel a paraprofessional library employee should have completed. Please include specific skills that he should possess.

7. If you were advising a colleague, what would you say in favor of paraprofessional employees in the school library?

LIBRARY PERSONNEL INVENTORY-PRINCIPAL FORM

Control No._____

Name of Principal:_____

Directions: Please complete the following form by indicating the appropriate numbers or checking the appropriate space. All information will be treated as confidential and only general information for the total group will be reported. If you do not know the exact answer to a question, please submit your best estimate.

1. What are your major responsibilities?____(1)Principal ____(2)Teaching Principal____(3)Other.

2. What combination of grades is included in your school?
_____

3. Indicate the approximate size of the student population of your school.____(1)less than 200____(2)200-400____(3) 401-600____(4)601-800____(5)801-1,000____(6)1,001-1,200 ____(7)more than 1,200.

4. How many teachers are employed in your school?_____

5. How many librarians are employed in your school full-time?
_____

6. How many librarians are employed in your school part-time?
_____

7. How many paraprofessionals are employed in your library full-time?_____

8. How many paraprofessionals are employed in your library less than full-time?_____

9. How many library aides are employed on a full-time basis?
_____

10. How many library aides are employed on a part-time basis?
_____

11. How many additional paraprofessional employees do you feel you could use in your library on a full-time basis?
_____

12. How many additional library aides do you feel you could use on a full-time basis?_____

13. Does your school qualify for ESEA Title I Assistance?
____(1)Yes____(2)No.____(3)Unknown

14. How would you rate your experience with paraprofessional employees in your school library?____(1)Satisfactory
____(2)Unsatisfactory____(3)Have had no experience with paraprofessionals in the school library.

15. How would you rate your experiences with library aides?
____(1)Satisfactory____(2)Unsatisfactory____(3)Have had no experience with library aides.

16. What is your attitude toward the increasing trend of employing paraprofessionals in the school library?
____(1)Favorable____(2)Unfavorable____(3)Uncertain.

17. Does your school have job descriptions for paraprofessionals that work in the library?____(1)yes____(2)No.

18. Has your school developed procedures for evaluating the use of paraprofessionals in the school library?____(1)
Yes____(2)No.

19. Briefly describe the role of the paraprofessional in your school. What are his principal duties and approximately what percentage of his time is spent on each?

20. If you were advising a colleague, what would you say in favor of paraprofessional employees in the school library?

21. What would you say against having paraprofessional employees in the school library?

22. What minimum qualifications do you feel library aides should possess?

LIBRARY PERSONNEL INVENTORY-LIBRARIAN FORM

Control No._____

Name of Librarian:_____

Directions: Please complete the following form by placing a check in the appropriate space or by completing the blank space. All information will be treated as confidential and only general information for the total group will be reported. If you do not know the exact answer to a question, please submit your best estimate.

1. What are your major responsibilities?____(1)Librarian ____(2)Teacher-Librarian____(3)Other.

2. Are you a certified librarian?____(1)Yes____(2)No.

3. What is your level of academic preparation?____(1)Bachelor's____(2)Master's____(3)Master's Plus one year____(4) Master's Plus two years.

4. How many quarter hours of library science have you completed?_____

5. Your age?____(1)less than 25____(2)26-30____(3)31-40 ____(4)41-50____(5)over 50.

6. Sex?____(1)Male____(2)Female

7. Have you ever worked with paraprofessional library employees?____(1)Yes____(2)No.

8. Have you ever worked with library aides?____(1)Yes ____(2)No.

9. What do you feel are the optimum number of paraprofessionals that should be assigned per professional librarian in a school library such as yours?_____

10. What do you feel are the optimum number of library aides that should be assigned per professional librarian in a school library such as yours?_____

11. How would you rate your experience with paraprofessionals in the school library?____(1)Satisfactory____(2)Unsatisfactory____(3)Uncertain.

12. Have you had any special training for working with paraprofessionals?____(1)Yes____(2)No.

13. What do you feel should be the major duties of the paraprofessional in the school library?

14. What do you feel should be the minimum academic preparation for a library paraprofessional? What special skills should they possess?

15. What do you feel should be the major duties of library aides?

16. What do you feel should be the minimum academic preparation for library aides? What special skills should they possess?

17. If you were advising a colleague, what would you say in favor of paraprofessional employees in the school library?

18. What would you say against having paraprofessional employees in the school library?

LIBRARY PERSONNEL INVENTORY-PARAPROFESSIONAL FORM

Control No._____

Name of Paraprofessional:_____

Directions : Please complete the following form by placing a check in the appropriate space or by completing the blank space. All information will be treated as confidential and only general information for the total group will be reported. If you do not know the exact answer to a question, please submit your best estimate.

1. What is your level of academic preparation? ____(1)Some high school____(2)High School Graduate____(3)Less than two years of college____(4)More than two years of college____(5)Bachelor's degree____(6)Post Bachelor's degree work.

2. If you have completed some college work, how many hours of library science have you completed?_____

3. Your age?____(1)Less than 25____(2)26-30____(3)31-40 ____(4)41-50____(5)Over 50.

4. Sex?____(1)Male____(2)Female

5. How long have you worked as a professional employee in a school library?_____

6. Briefly describe your duties and the percentage of time that you spent on each.

7. Briefly describe any special training that you have had for your job.

8. What do you feel are the major disadvantages of your job?

9. What do you feel are the major advantages of your job?

LIBRARY PERSONNEL INVENTORY-PARAPROFESSIONAL FOLLOW-UP FORM

Control No._____

1. Place a 1 by the item that you consider to be the greatest disadvantage to your job, a 2 by the item that you consider to be the second greatest disadvantage to your job, etc.

_____ Low salary

_____ Limited Time Allotment for Assigned Duties

_____ Too Many Duties for One Individual

_____ Lack of Materials and/or Space to Work With

_____ Lack of Sufficient Training

2. Place a 1 by the item that you consider to be the greatest advantage to your job, a 2 by the item that you consider to be the next greatest advantage, etc.

_____ Experience of Working with Students

_____ Ability to Aid in the Educational Process

_____ Opportunity to Work With Books

_____ Good Experience for Further Education

_____ Convenient Hours

3. Indicate the approximate percentage of time that you devote to the following activities while working in the school library. Be sure that your percentages add up to 100. If you do not engage in a particular, please indicate by placing a 0 in the appropriate space.

Activity	% Time Devoted to Activity
Working with AV Equipment	_____
Preparation of AV Materials	_____
Typing	_____
Cataloging of Library Materials	_____
Filing of Library Materials	_____

Processing of Books & Other Material	_____
Preparation of Orders	_____
Assisting Students in Use of Library	_____
Assisting Teachers in Use of Library	_____
Circulation Routines	_____
Housekeeping-Shelving of Books, etc.	_____
Repair of Books and AV Materials	_____
General Clerical Work Not Defined Above	_____
Other Activities Not Included Above	_____
Total	100%

School System:_____ No:_____

School:_____

Name:_____ Date:_____

Principal Interview Questions

1. What do you feel is the status of the paraprofessional in comparison to other staff members?

2. In your opinion, does the library paraprofessional work well with the other library staff?

3. In your opinion, (does, do) the librarian(s) favor the use of the paraprofessional?

4. Have you see noticeable changes in the library since the addition of the paraprofessional?

5. In general, what responsibilities do you think the library paraprofessional should have?

6. Do you favor the library paraprofessional working with children? If so, in what capacities and for what percentage of the time?

7. Do you want (more)paraprofessionals?

8. What changes would you suggest for the existing paraprofessional program in your school?

9. In what areas do you feel that paraprofessionals should have the most preparation?

10. What do you feel is the attitude of other staff members toward paraprofessionals in the library?

11. Have you experienced any significant problems with library paraprofessionals?

12. How did you feel when the prospect of library paraprofessionals was introduced to you?

13. Have your impressions changed or remained the same? If they have changed, in what ways have they changed?

14. Do you have any direct contact with the hiring of library paraprofessional staff?

15. Does your librarian have any contact with their employment?

16. Do you feel that the securement of library paraprofessional staffing takes away from the attractions offered prospective professional library staff?

17. Do you think that paraprofessionals in the library could better be used in an elementary setting than a high school setting or vice versa?

18. Is your librarian in full charge of duties and responsibilities assigned to the library paraprofessional, or is he limited to certain restrictions from administrative sources?

19. Do you feel that there is any resentment towards the library paraprofessional on the part of your professional library staff?

School System:_____ No:_____

School:_____

Name:_____ Date:_____

Librarian Interview Questions

1. Are you responsible for non-professional duties in addition to your professional duties? If so, what non-professional duties do you perform?

2. Do you feel that a paraprofessional can perform these non-professional duties adequately?

3. Does the addition of paraprofessionals to your staff enable you to devote more time to important professional duties?

4. What do you feel is the status of a paraprofessional?

5. What do you feel is the status of a library aide?

6. Do you think that there is a real distinction between the positions labeled "paraprofessional" and "library aide?"

7. What do you feel is the future of the library paraprofessional program in your school? your school system? Your state? this region?

8. What projections would you make for this program for the next ten years?

9. What suggestions would you make for changing the existing program and/or expanding the existing program?

10. Do you feel that the library paraprofessional could assume more responsibility than he already has? If so, explain.

11. Does the paraprofessional work well as a part of the staff team?

12. What do you feel is/are the main advantage(s) of the library paraprofessional?

13. What do you feel is/are the main disadvantage(s) of the library paraprofessional?

14. How much of the paraprofessional's time is spent working with children?

15. Do you think that in a situation where no professional librarians were available, a paraprofessional would have sufficient knowledge to maintain some type of adequate library service in a satisfactory manner?

16. What is the reaction of the children toward the paraprofessional(s) on your staff?

17. Since strictly enforced requirements for library paraprofessional's preparation are not in effect, what is your feeling about a standardized examination as a precedent to employment?

18. How much time do you feel the paraprofessional should spend with the children?

19. What type of duties should the library paraprofessional have in dealing with the children?

20. Do you feel that a high school graduate could satisfactorily assume the responsibilities of a paraprofessional in the library? If not, would a high school graduate with workshop training be satisfactory in this position?

21. Do you feel that the library paraprofessional program is in any way downgrading to your profession?

22. What basic qualities would you look for in selecting library paraprofessional personnel?

23. How much of the A-V load should be the responsibility of the library paraprofessional?

24. Do you feel that the paraprofessional could satisfactorily train student assistants in routine library duties?

25. Do you feel that the library paraprofessional should conduct <u>any</u> instructional activities of students? of clerks? of library aides?

School System:_____ No:_____

School:_____

Name:_____ _____ Date:_____

Paraprofessional Interview Questions

1. Do you feel that your preparation provided you with the training needed to carry out your assigned duties?

2. In what areas, if any, do you feel you need more training?

3. Do you feel that the duties assigned to you are in line with your idea of what a paraprofessional's duties should be?

4. What major duties do you feel should be the responsibility of a paraprofessional in the library?

5. Do you have or have you had an opportunity to participate in any type of in-service training?

6. What do you feel is your status in comparison with other staff members in your school?

7. Do you think that the paraprofessional program in the library is a definite asset to library services?

8. What future do you think that the paraprofessional program in the library has in your school? your school system? your state? this region?

9. What suggestions would you make in changing the existing program and/or expanding the existing program for the future?

10. Have you been able to see actual situations where your work has allowed the librarian more time for professional duties?

11. In your opinion, is there enough non-professional work in the library to justify the hiring of paraprofessional staff?

12. How much of your time is actually spent working with children?

13. How much of your time, if any, is spent performing strictly clerical tasks?

14. Do you find opposition to your position from other staff members?

15. Do you feel that your time is profitably spent in your work?

16. Do you feel that the paraprofessional position is a terminal post, or do you feel that it could lead to further educational training and higher positions?

17. Do you feel that there is a need for training in child psychology to prepare the library paraprofessional for his work?

Individuals Interviewed or With Whom Project Was Discussed At Length.

Miss Nella Bailey
Consultant, School Library Services
State of Kentucky
Frankfort, Kentucky
October 13, 1971

Miss Shirley Brother
U. S. Office of Education
Atlanta, Georgia
December 28, 1970, and Spring, 1971

Miss Nancy Jo Canterbury
School Library Supervisor
State of West Virginia
Charleston, West Virginia
October 12, 1971

Mr. James W. Carruth
Director, Division of Educational Media
Department of Public Instruction
Raleigh, North Carolina
March 3, 1972

Dr. Carl Cox
Associate Professor of Library Science
University of Tennessee
Knoxville, Tennessee
February 21, 1972

Mr. Henry T. Drennan
U. S. Office of Education
Washington, D. C.
September 22, 1970

Miss Dorothy T. Johnson
President, Council on Library Technology
Cuyahoga Community College
Cleveland, Ohio
March 3, 1972

Mrs. Mary Frances K. Johnson
Associate Professor of Library Science
University of North Carolina at Greensboro
Greensboro, North Carolina
November 2, 1971

Mr. John David Marshall
University Librarian
Middle Tennessee State University
Murfreesboro, Tenn.
October 10, 1971

Miss Louise Meredith
Director, School Library Services
Tennessee State Department of Education
Nashville, Tennessee
October 10, 1971, December 20, 1971 and
March 1, 1972

Dr. Harold Morse
Appalachian Regional Commission
Washington, D. C.
October 7, 1971

Mrs. Eloise F. Newlon
Supervisor of School Libraries
Kanawha County Schools
Charleston, West Virginia
October 12, 1971

Mrs. Mayrelee Newman
Associate Professor of Library Science
Appalachian State University
Boone, North Carolina
January 22, 1972

Miss Delores K. Vaughn
Executive Secretary
Library Education Division
American Library Association
Chicago, Illinois
March 3, 1972

Librarians from the Upper Cumberland
Region of Tennessee. A group of
35 school libraries. September 15, 1971

Individuals in the Public Schools (By State) Who Were Interviewed.

Alabama

Athens High School
Athens, Alabama
May 1, 1972
Mr. William Wise, Prin.
Miss Aaron E. Bibb, Libr.
Miss Jewel Coleman, Libr. Paraprof.

West Athens Elementary School
Athens, Alabama
May 1, 1972
Mr. James L. Cowart, Prin.
Mrs. Jane S. Plunk, Paraprof.

West Elementary School
Cullman, Alabama
May 2, 1972
Mr. Raymond Clarke, Prin.
Miss Imogene Mayo, Libr.

Cullman High School
Cullman, Alabama
May 2, 1972
Mr. John Tillman, Prin.
Miss James, Libr.

Lakeview Elementary School
Decatur, Alabama
May 2, 1972
Mr. Leon Sheffield, Prin.
Mrs. Elsie Norton, Libr.
Mrs. Barbara K. Dobson, Paraprof.

Madison Pike Elementary School
Huntsville, Alabama
May 1, 1972
Mr. Louis Morris, Prin.
Miss Ann Schrimsher, Libr.

Virgil L. Grissom High School
Huntsville, Alabama
May 1, 1972
Dr. George Davis, Prin.
Miss Linda Reichwein, Libr.
Mrs. Ruby A. Taylor, Paraprof.

Tanner High School
Tanner, Alabama
May 1, 1972
Mr. Harry E. Richter, Prin.
Mrs. Carolyn Breeding, Libr.

Georgia

Epworth Elementary School
Epworth, Georgia
March 23, 1972
Mr. Kenneth Simmonds, Prin.
Miss Olivia Chamblee, Libr.

Hiawassee Elementary School
Hiawassee, Georgia
March 22, 1972
Mr. Mort Wilson, Prin.
Mrs. Dorothy G. Sampson, Libr.

Towns County High School
Hiawassee, Georgia
March 22, 1972
Mr. Charles Adams, Prin.
Mrs. Eunice C. Powell, Libr.

Union County High School
Blairsville, Georgia
March 23, 1972
Mr. Collins, Prin.
Mrs. Butts, Libr.

West Fannin High School
Blue Ridge, Georgia
March 23, 1972
Mr. Raymond Montgomery, Prin.
Mrs. Ethelene D. Jones, Libr.
Miss Vicki St. John, Paraprof.

Kentucky

Dennis Wooten Elementary School
Hazard, Kentucky
April 20, 1972
Mr. Curtiss T. Spicer, Prin.
Mrs. Carol Smith, Libr.

Harlan Elementary School
Harlan, Kentucky
April 21, 1972
Mr. William A. Bell, Jr., Prin.

Harlan High School
Harlan, Kentucky
April 21, 1972
Mr. Tommy Ward, Prin.
Mrs. Jeanette Looney, Libr.

Leslie County High School
Hyden, Kentucky
April 19, 1972
Mr. Wilburn Nantz, Prin.
Failed to get name of Libr.

Oak Grove Elementary School
Williamsburg, Kentucky
April 3, 1972
Mr. Dewey Bradley, Prin.
Mrs. Delores Lawson, Libr.

Right Fork Elementary School
Stoney Fork, Kentucky
April 19, 1972
Mr. W. G. Taylor, Prin.
Miss Gwendolyn Brock, Libr.

Rountree School
Brodhead, Kentucky
April 3, 1972
Mr. Tom Payne, Prin.
Mrs. Mink. Libr.
Mrs. Mullins, Paraprof.

Science Hill Elementary Independent School
Science Hill, Kentucky
April 3, 1972
Mr. W. E. Moore, Prin.
Mrs. Eunice Sayers, Libr.

Somerset High School
Somerset, Kentucky
April 3, 1972
Mr. James Williams, Prin.
Mrs. Irene P. Broyles, Libr.

Whitesburg High School
Whitesburg, Kentucky
April 20, 1972
Mr. Jack Burkich, Prin.
Mrs. Lovette F. Brown, Libr.

North Carolina

Alleghany High School
Sparta, N. C.
March 17, 1972
Mr. James A. Greene, Prin.
Mrs. Una R. Edwards, Libr.
Mrs. Vecie C. Yasinsac, Paraprof.

Appalachian Elementary School
Boone, N. C.
March 17, 1972
Mrs. Jessie De. Berry Pease, Libr.

Avery County High School
Newland, N. C.
March 16, 1972
Mrs. Ethel S. Smith, Libr.
Mrs. Ruth B. Wise, Paraprof.

Banner Elk Elementary School
Banner Elk, N. C.
March 16, 1972
Mrs. Linda Baker, Paraprof.

Burnsville Elementary School
Burnsville, N. C.
March 16, 1972
Mr. Larry Howell, Prin.
Mrs. Mona Lee Hilliard, Paraprof.

Dana Elementary School
Dana, N. C.
March 15, 1972
Mr. Neil Rogers, Prin.
Failed to get name of Libr. for county

East Henderson High School
Flat Rock, N. C.
March 15, 1972
Dr. Thomas Ledbetter, Prin.
Mrs. Sarah E. Hhsong, Libr.

East Yancey High School
Burnsville, N. C.
March 16, 1972
Mrs. Betty G. Harvell, Libr.

Hayesville Elementary School
Hayesville, N. C.
March 22, 1972
Mr. Bobby Burch, Prin.
Mrs. Leslie R. Carter

Hayesville High School
Hayesville, N. C.
March 22, 1972
Mr. Jack R. Rogers, Prin.
Mrs. Edith W. Cabe, Libr.

Murphy High School
Murphy, N. C.
March 22, 1972
Mr. Charles Forrister, Prin.
Mrs. Emma Louise Minor, Libr.

Sparta Elementary School
Sparta, N. C.
March 17, 1972
Mr. John Miller, Prin.
Mrs. Marcell Franklin, Paraprof.

Tryon Elementary School
Tryon, N. C.
March 15, 1972
Mr. William Hooker, Prin.
Mrs. Eleanor K. Settle, Libr.

Tryon High School
Tryon, N. C.
March 15, 1972
Mrs. Mabel R. Cowan, Libr.

Walnut Elementary School
Marshall, N. C.
March 16, 1972
Mr. Arthur Wyatt, Prin.
Mrs. Barbara Ray, Paraprof.

Watauga High School
Boone, N. C.
March 17, 1972
Dr. William Cooper, Prin.
Mrs. Lera Randall, Libr.

Tennessee

Bearden High School
Knoxville, Tn.
February 11, 1972
Mr. William R. Turner, Prin.
Mrs. Catherine M. Todd, Libr.
Mrs. Dorothy M. Thomas, Paraprof.

Clark Memorial School
Winchester, Tn.
January 31, 1972
Mr. Bill Henley, Prin.
Mrs. Helen Campbell, Libr.

Farragut High School
Knoxville, Tn.
February 11, 1972
Mr. James Bellamy, Prin.
Eleanor H. Nipper, Libr.
Elizabeth (Betty) Watt, Paraprof.

Franklin County High School
Winchester, Tn.
January 31, 1972
Mr. James E. Douglas, Prin.
Mrs. Charles Forgy, Libr.

Loudon High School
Loudon, Tn.
February 11, 1972
Mr. Bill Napier, Prin.
Mrs. Edwina L. Bradley, Libr.

Scott County High School
Huntsville, Tn.
March 10, 1972
Mr. Byrd, Asst. Prin.
Mr. Luther Cross, Libr.

Warren County Senior High
McMinnville, Tn.
January 31, 1972
Mr. John Cox, Prin.
Sarah F. Hoover, Libr.

York Elementary School
Jamestown, Tn.
April 4, 1972
Mr. Ernest Wood, Prin.
Mr. Conaster, Libr.

Virginia

East Stone Gap Elementary School
Big Stone Gap, Va.
April 21, 1972
Mrs. Ruth R. Williams, Prin.
Miss Elsie Reasor, Libr.

Galax High School
Galax, Va.
March 17, 1972
Mr. William A. Brown, Prin.

Pound High School
Pound, Va.
April 20, 1972
Mr. M. B. Barker, Prin.
Mrs. Louellen Whitaker, Libr.
Janice E. Bolling, Paraprof.

Sandlick Elementary School
Birchleaf, Va.
April 20, 1972
Mr. Clayton Colley, Prin.
Mrs. Johne Hay, Libr.

West Virginia

Belmont Elementary School
Belmont, W. Va.
April 18, 1972
Mr. Robert Baughman, Prin.
Mrs. Lila Lamm, Paraprof.

Big Chimney Elementary School
Charleston, W. Va.
October 12, 1971
Mrs. Mary Copenhaven, Paraprof.

Elizabeth Elementary School
Elizabeth, W. Va.
April 17, 1972
Mr. Louis Rollins, Prin.
Miss Terry Cottle, Libr.
Mrs. Eileen Morgan, Paraprof.

Greenbrier Elementary School
Salem, W. Va.
April 17, 1972
Mary Stickel, Prin.
Sharon Ford, Paraprof.

Harrisville High School
Harrisville, W. Va.
April 17, 1972
Mrs. Janet Farley, Paraprof.

Main Street Elementary School
Sistersville, W. Va.
April 18, 1972
Mrs. Freda Hunt, Prin.

Pennsboro High School
Pennsboro, W. Va.
April 17, 1972
Mrs. Mary E. Giebell, Libr.
Mrs. Harietta Rogers, Paraprof.

St. Marys High School
St. Marys, W. Va.
April 18, 1972
Mr. L. P. Ingram, Prin.
Mrs. Judith Webb, Libr.
Mrs. Hazel Wilson, Paraprof.

Smithville Elementary School
Smithville, W. Va.
April 17, 1972
Mr. Hoy Barker, Prin.
Mrs. Frances E. Wolfe, Paraprof.

Tyler County High School
Middlebourne, W. Va.
April 18, 1972
Mr. Randall Ash, Prin.
Mr. James Huff, Libr.

Wirt County High School
Elizabeth, W. Va.
April 17, 1972
Mr. Ray Watson, Prin.
Mrs. Eloise Cottle, Libr.
Mrs. Thelma Bibbee, Paraprof.